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ABSTRACT

This guide to the 1994 summer reading program in Montana provides information and techniques for developing and implementing a summer reading program at public libraries. The first section concentrates on planning and promoting programs, specifying elements of planning, promotion, and program evaluation. "Decorating the Library" contains decorating and display ideas and bulletin board suggestions. "Programs and Activities" covers special attractions, sample programs, games, and activities and crafts. Most are tied to specific display books or stories for which annotations are included. "Gateways and Games" presents puzzles and word games, mazes and coloring pages, and their answer keys to use in program activities. A final section contains clip art and bookmarks and a reading diary form. (SLD)

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READING IS A NATURAL

FAMILY READING PROGRAM MANUAL
1994

Gaye R. Walter
Project Coordinator

Richard T. Miller, Jr.
State Librarian

Nancy Keenan
State Superintendent of Schools

MONTANA STATE LIBRARY
and the
OFFICE OF PUBLIC INSTRUCTION

INTRODUCTION

If you talk to the animals
they will talk with you
and you will know each other.
If you do not talk to them
you will not know them,
And what you do not know
you will fear.
What one fears
one destroys.

Chief Dan George

ACKNOWLEDGEMENTS

PROGRAM COMMITTEE

FINANCIAL CONTRIBUTIONS WERE MADE BY THE FOLLOWING ORGANIZATIONS

DELTA KAPPA GAMMA , ALPHA MU STATE

MONTANA STATE READING COUNCIL

GENERAL FEDERATION OF WOMEN'S CLUBS OF MONTANA

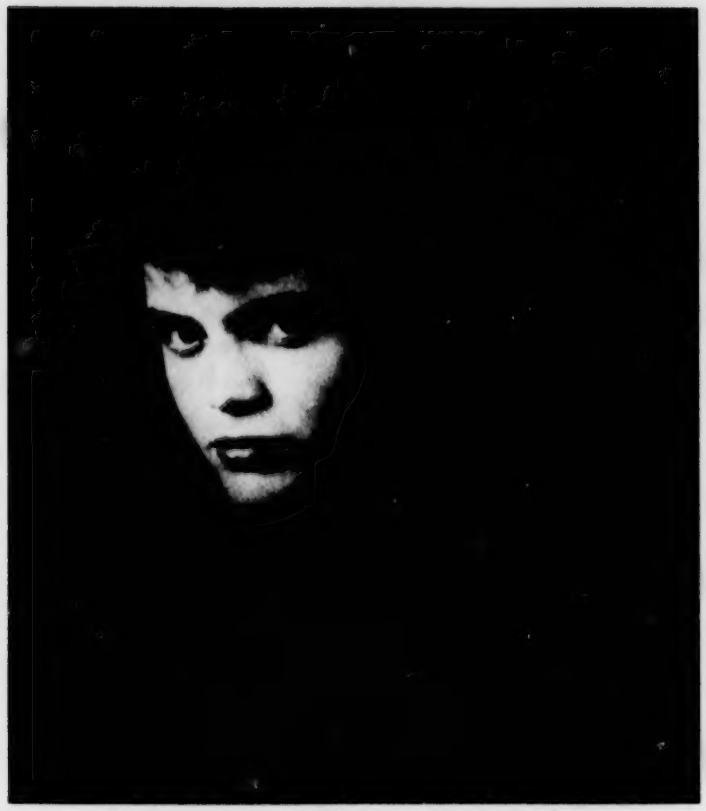
Anaconda Women's Club
Billings Jr. Women's Club
Billings Women's Club
Bozeman Women's Club
Canton Valley Women's Club
Cascade Women's Club
Cut Bank Women's Club
Forsyth Women's Club
Fort Benton Women's Club
Harlowton Women's Club
Laurel Federated Women's Club
Libby Women's Club
Women's Country Club of Loring
Madison Valley Women's Club
Women's Club of Missoula
Roundup Women's Club
Thompson Falls Women's Club
Whitefish Women's Club

MONTANA TALKING BOOK LIBRARY

MONTANA NATURAL RESOURCE INFORMATION SYSTEM

MONTANA STATE LIBRARY STAFF

ARTIST



Jason Brandon Miller

Jason Brandon Miller is a 22 year old self taught artist and sculptor. He was born and raised in the beautiful Flathead Valley. Jason has also lived in the Yellowstone Basin of Eastern Montana. The splendor of the Rocky Mountains, and the beauty of the open prairie, along with the enormous variety of wild animals that make these landscapes their homes, often serve as the primary subjects to Jason's work.

Jason has received a number of awards in his short career. Among his latest is the opportunity to create the "Reading is Natural" family reading program designs for the Family Reading Program.

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PLANNING AND PROMOTING PROGRAMS

Fundamentals
Elements of Planning
Elements of Promotion
Evaluating Your Program

WORDS AND PHRASES TO USE IN PROMOTING THE PROGRAM

If the Shoe Fits, Wear It!
In Their Footsteps
Walk In Their Shoes
A Spring in Your Step
Cold Feet
Get In Line For...
Books To Go
Books Take You Places Your Feet Can't Go
Journey Into...
One Step at A Time
These Books Are Made for Walking
Make Tracks
Take a Hike
Jump In Feet First
Running Wild
Off and Running
Be an Animal! READ!
My Natural Habitat is the Library
My Natural Habitat is Reading
Grow a Tree!
Grow a Mind! Read!

Chouteau County Free Library contributed these:

Look Closer at River Life
Dig up a dinosaur (again)
Let's get wild at the library (show & tell with wild animals)
Camp out at the library (weeklong program/family goes camping on the weekend using the knowledge gained)
Magic schoolbus travels the "wilds" of Montana
Explore a wild and scenic river (like Lewis and Clark did)

READING PROGRAMS

Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral report's portion of their program, so the library changed the program to a contract system. They changed the oral reports to a group sharing situation in which one or two children shared, with others in a group, a book they had recently read.

Another library totally abandoned any type of structured program and just provided various activities in which the children could freely participate.

A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate. These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out why, you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and experiences, consider the following items that may also affect your program.

FACILITIES

A. What amount of space is available and for what size group?

B. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?

C. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?

D. How much time doe the program have each week, or on what time basis will the group meet?

E. Decorations and displays put up in the area: what kind?

STAFF

A. How large is the staff?

B. Regular or volunteer staff, does it increase or decrease in size during the summer months? Are 5th, 6th, or 7th graders used as volunteer helpers for your program?

C. How much time do staff and volunteers have to participate in the program? Or, are they needed in more critical areas?
Is it a key time for staff vacations?

D. Can parents of participants help with activities or perhaps provide refreshments?

E. What special talents can staff and volunteers contribute to the program? (i.e., musical arts & crafts, and drama)

INVOLVEMENT OF LITERACY STUDENTS

Summer is a real problem for many literacy programs. Students and their tutors may stop meeting during these months and when fall comes, they have disappeared or lost the desire to continue. At the very least, students return to the program having lost much of what they worked so hard to learn. This can lead to frustration and more "dropouts."

One of the most often cited reasons that family reading programs are so valuable is that they help children maintain and improve existing reading skills. What could be more natural than including literacy students in the family reading program during the summer?

In addition to reaching literacy students, this is one way to get their children, who are considered "at risk," into your program. In some cases , this could be the first step toward breaking the cycle of illiteracy in a family.

Contact your local literacy coordinator about the possibility of developing a program for their students. Book clubs have been offered in some areas. A group of students meet and read a small book or passage together and then discuss it. Favorite children's books are often read. Issue certificates to these students at the end of your program and if you are ending with a grand finale, be sure to include them in some way. If they do not want to come as program participants, ask if they would like to help with the events as a volunteer. Do continue to be sensitive to their needs as adult learners.

Finally, if you are planning to publicly announce the names as you award the certificates, print the names of your participants in the newspaper, or publicize them in some other way, be sure to check with the local literacy students to see if they want to be included in this part of the program. Some would be extremely proud, but others would be shy or embarrassed.

LIBRARY OUTREACH TO CHILDREN WITH SPECIAL NEEDS

Remember summer reading programs are not just for the children who can easily get to the library. In every community there are children who have special needs. It is not always easy to know who those children are or what their informational and recreational needs are. Enlist the help of your local school, human services office, civic organizations and church groups to locate and contact those whose needs may require special handling. Among the young residents in our communities are those who have hearing or visual impairment, neurological impairment, temporary medical or surgical occurrences. There are those who spend most of their daytime hours in day care. Find out about these children and publicize the Family Reading Program for them.

The materials that are available through the Montana Talking Book Library are: cassettes and cassette players, records and record players. There is no charge for any of the materials or equipment which are mailed to the reader/listener and back to the library postage free. The theme of this year's Family Reading Program is reflected in the holdings of the Talking Book Library. Contact them for bibliographies in Helena at 444 -2064 or 1-800-332-3400.

It may be difficult for children who are in day care facilities or who are "latch key" children to be included in a summer program. We suggest you make every effort to include these groups in the program. If a group day care program is in operation in your community, materials for reading, registration forms, bookmarks, reading logs, and certificates can be provided. A cooperative program will be a plus for both the library and the day care group.

However you decide to address the special needs of children in the community, be sure to publicize that part of your program with news releases and public announcements. Getting to the library may indeed mean getting the library to the children.

PARENT/FAMILY INVOLVEMENT

"...children who are not told stories and who are not read to will have few reasons for wanting to learn to read." Gail E. Haley, 1971 Caldecott Medal acceptance speech.

As librarians, we are well aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Why not use the family reading program as an opportunity to encourage reading as a family activity?

Get parents involved from the beginning of the family reading program.

Hold a kick-off event for the program involving parents or other adult family members and children. If at all possible, have the adults and children come to the same event, breaking into separate groups after a welcome and explanation of the family reading program.

For the parent group:

- Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. Have the speaker keep it short and be sure he/she knows that the audience is parents or family members, not educators or other specialists.

- Parents not in the habit of reading aloud may be hesitant to make their first few choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

- Booktalk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. The Read-Aloud Handbook by Jim Trelease is always a convert winner. Check your collection or the collection of your federation library to find other good titles that promote reading aloud. Describe or quote briefly from one or two titles and draw their attention to the list. Again, try to make enough copies to give away.

SUGGESTED TITLES FOR USE BY PARENTS

Babies Need Books.	Dorothy Butler (Atheneum c1985).
Classics to Read Aloud to Your Children.	William F. Russell (Crown c1984).
The New York Times Parent's Guide to the Best Books for Children	Eden Ross Lipson (Times Books c1988).
A Parent's Guide to Children's Reading. 5th Edition.	Nancy Larrick (Bantam c1982).
The Read-Aloud Handbook.	Jim Trelease (Penguin).
The RIF Guide to Heart: How to Develop a Love of Reading in Your Child.	Paul Copperman (Addison Wesley c1986).
The World Treasury of Children's Literature.	Edited by Clifton Fadiman (Little Brown c1985).

PARENT/FAMILY PROGRAM ACTIVITIES

The following suggestions may offer activities that are new to your community. Do not be shy in providing ways for parents and family members or children's caregivers to use fresh ideas.

- Use your program registration forms or a family designed guest book to develop a mailing list for announcements for future events. Offer refreshments during the browsing time at the end of a program. This makes the program more of a social occasion.

- If you have a preschool read-together program for your pre-readers and their parents, put both the child's name and the parent's name on the participation certificate, or give each their own. After all, they earned it together.

- Allow children to use materials read to them in reaching their goal, whether it is a contract, personal goal or library-set goal.

- If your library is open in the evening sponsor a father's night out at the library. Have children bring their fathers, grandfathers or significant caregiver male family member to the library for a special storytime session, refreshments and book selection. Do not forget to mention the need for family read-aloud time. If the evening is a success, consider making it a regular event.

- Periodically send an updated list of read-aloud titles home with the children.

- Keep displays of good family read-aloud books available on display throughout the program.

- Develop a family reading display on the wall using butcher paper and construction paper. *"Reading Is a Natural"* lends itself to many possible themes. For example, an animal theme might use animal shapes for families to record their names and book titles.

- Host a family spelling bee. Use regular words or have a theme that illustrates *"Reading Is a Natural."*

- End your program with a celebration. Plan the program or event for a time when parents can attend. If you award certificates at this time, special recognition or certificates can be presented to reading families.

In the Family Reading Program Activities Packet you will find more suggestions that may be shared with parents or adult family members. Reproduce the needed amount to share with families and grandparents in the community in order to stimulate good reading habits. You may want to include them in the packet of registration materials for the program or as handouts for the read-together session.

ADULT PATRON INVOLVEMENT IN FAMILY READING

Most of us think of family reading programs only in terms of children, usually those who are three to ten years old. Occasionally we make an effort to encourage preteens and teens, but seldom do we realize there is an entire category of patrons who may enjoy participation. Those patrons are the young adults and adults of the community. Consider the impact of such a program for your library. Family programs, senior citizens, nursing homes and retirement center residents, as examples, are groups who might be considered for family reading programs.

FAMILY PROGRAMS

Many children spend their time in a child care environment since the norm is for both parents to be employed or for the child to come from a single parent home. Regardless of the circumstances, every family has demands that consume a great deal of time. Some librarians have moved storytime to evening hours to better accommodate those families. Storytime has become Family Time! There are a few things you may want to consider offering family groups in a family reading program.

Why not offer a FAMILY CERTIFICATE along with individual certificates? During Family Reading Program time each child must bring an adult and each adult must bring a child. Set aside a special week during the family program for special features for family involvement and attendance. Have special bulletin boards, reading material centers, read-aloud programs, and lap-sit programs. Follow the lead of one Offer contract programs such as *"DADDY (OR MOM) WILL READ TO ME."* Grandparents or other caregiver adults sometime bring children to the library. They, too, may be interested in working toward a certificate or in becoming involved in a meaningful way.

SENIOR CITIZENS

During the active working years, time is not always available to read the many books or periodicals an individual might want to read. Consider a special program for senior citizens using the family reading theme. A low-key public awareness program to the targeted seniors in your community, pointing out that a special family program is available, may bring in several new patrons. A simple letter to civic clubs, churches, senior residences, health care offices, area agencies on aging and senior citizens centers should help to spread the word. Your sincere interest will become known and the response may surprise you.

NURSING HOMES AND RETIREMENT CENTERS

Those who reside in nursing homes and retirement centers may be served by regional library centers, but the involvement of the local public library may prove to be popular.

Program directors in these care facilities might appreciate having buttons, ribbons, bibliographies, bookmarks and other thematic program materials. The games and activities enjoyed by children may also be enjoyed by seniors who live in nursing homes and retirement centers. Program directors are always looking for new and interesting program materials.

While we normally think of family reading programs in terms of children's activities, remember reading is for everyone. Children need encouragement, but what better encouragement is there than seeing adults in their lives and in their community who also enjoy reading. Make an attempt to include others in the community in your summer program. If you do not set age limits, you may have a wider variety of participants than you expected.

Retirement homes/centers are a good place to look for volunteers. Many of these residents would enjoy reading aloud to children. They may also be interested in making flannel board characters or favors for your programs.

EVALUATION

"Reading is a Natural"
1994 Family Reading Program

Montana State Library

Please take a few minutes to complete and return this evaluation form. It will help the Family Reading Program Committee plan the next statewide program. If you have comments on any of the materials, about which activities worked for your library and which didn't, please include them. Suggestions on future themes are also welcome. Please return the completed form by September 1, 1994 to: Gaye Walter, Montana State Library, Statewide Library Resources, 1515 E. 6th Ave., Helena, MT 59620, or fax it to 444-5612. Thanks!

How would you rate the success of your library's 1994 Family Reading Program?
(1: poor; 2: below average; 3: average; 4: above average; 5: excellent)

1 2 3 4 5

Estimated number of children participating in your 1994 Family Reading Program'

_____

How useful were the Family Reading Program materials provided?
(1: not useful; 2: somewhat useful; 3: average; 4: very useful; 5: essential)

1 2 3 4 5

Were the publicity materials (press releases, public service announcements, etc.) helpful?

_____ yes _____ no

What Family Reading Program activity was the most successful for your library?

(over)

Was there any Family Reading Program activity which did not work particularly well for your library?

_____

_____

_____

_____

_____

Is there one element of the 1994 Family Reading Program which you particularly liked or disliked?

_____

_____

_____

_____

_____

Do you have a suggestion for the 1995 Family Reading Program theme?

_____

_____

Any other comments on this year's Family Reading Program?

_____

_____

_____

_____

Thank you!!

EVALUATION

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. Your objectives determine the areas to be evaluated. The following list will give some suggestions for areas to evaluate and should be considered when formulating goals and objectives.

SUGGESTED AREAS OF EVALUATION

1. **CIRCULATION STATISTICS:** Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the reading program has increased juvenile program has increased juvenile circulation, and it will enable you to compare circulation figures from year to year.

2. **CHANGES IN SUBJECT AREAS READ:** Changes can be the result of the effectiveness of book talks, bibliographics or games used.

3. **TOTAL NUMBER OF READING PARTICIPANTS:** This can measure the impact of publicity, school visits and program format.

4. **ACTIVE PARTICIPATION IN THE READING PROGRAM:** Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. **REGISTRATIONS:** Use these figures to determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs.

6. **PERSONAL OBSERVATION:** A log book with comments about what was successful and what didn't work will be an invaluable guide for planning the next year's program.

7. **FEEDBACK:** A patron survey and/or conversation with parents will provide a very good indicator of user satisfaction.

8. **STAFF EVALUATION:** Use discussion of a written survey for staff evaluation of the program.

9. **OUTPUT MEASURES:** Output measures provide the data to determine if your goals and objectives have been met and to evaluate your ... reading program. These measures can be used effectively when meeting with your director and other staff to plan for the following year.**

** For more information see: *Output Measures for Public Libraries* by Douglas Zweizig and Eleanor Jo Rodger, American Library Association, 1987.

SAMPLE NEWS RELEASE

Date:

Contact: (name and phone) For Immediate Release

Library to Sponsor Family Reading Program

"Reading is a Natural" is the theme of the 1994 Family Reading Program at the _____ Library.

The theme is intended to emphasize the importance of protecting and conserving the natural world around us.

The *"Reading is a Natural"* theme is also designed to call attention to the importance of early exposure to the pleasures of books and reading and especially to reading in the family.

The adventure will begin at the library on _____. Children are invited to register and receive their reading logs so that they may record the names of the books they read during the summer. Younger children may have a parent or caregiver record the names of books which are read aloud to them.

A variety of programs and activities that encourage children to read and find enjoyment through books during the summer has been scheduled. A complete list of these events is available from at the library.

Each year, the _____Library joins with other public libraries around the state in using the statewide theme. Last year _____ children in _____ County participated in this program which is coordinated by the Montana State Library.

For more information, contact the _____ Library at _____.

SAMPLE PUBLIC SERVICE ANNOUNCEMENTS

Reading is a natural at the public library. The 1994 Family Reading Program begins _____. Bring your child to the library to register for the program or call _____ for more information.

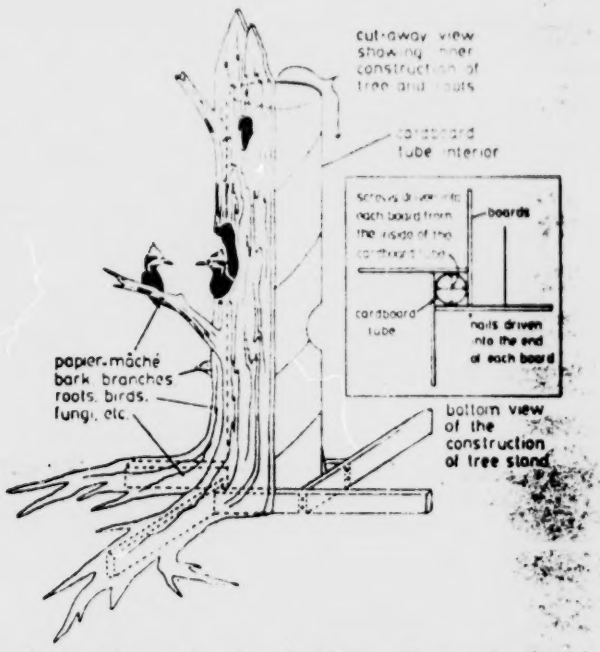
The _____ Library is encouraging children to read everywhere during the library's summer reading program. They can enjoy such activities as (mention specific program) on (day and time). Registration begins on _____. For more information contact the library at _____.

DECORATING THE LIBRARY

Decorating and Display Ideas
Bulletin Board Suggestions

DISPLAY

Create a papier - mache woodpecker and dead tree containing a cavity for a woodpecker's nest, insects and other plants and animals that would live on or in a dead tree.


cut-away view showing inner construction of tree and roots
cardboard tube interior
boards
cardboard tube
nails driven into the end of each board
papier-mâché bark branches roots, birds, fungi, etc.
bottom view of the construction of tree stand

Make a mural of a forest, stream, field, lake and other habitats. Research the birds that nest in these places, including the kinds of eggs they lay and nests they build. Examples include tree cavities, floating nests, treetop nests, and bank nests.

Use all types of bird houses and nests around the library, tucked into shelves, and on the walls. Bright colored, decorative bird houses could be hung from the ceilings or attached to pillars.

Reprinted with permission. Caduto, Michael J. . Keepers of the Animals. Fulcrum Press

LIBRARY WOODS

Transform your classroom or library into a real Montana woods. Use artificial Christmas trees, large logs,and branches to create the woodland setting. Set up small tents under or around the trees. These will become those special "reading spots" for the children.

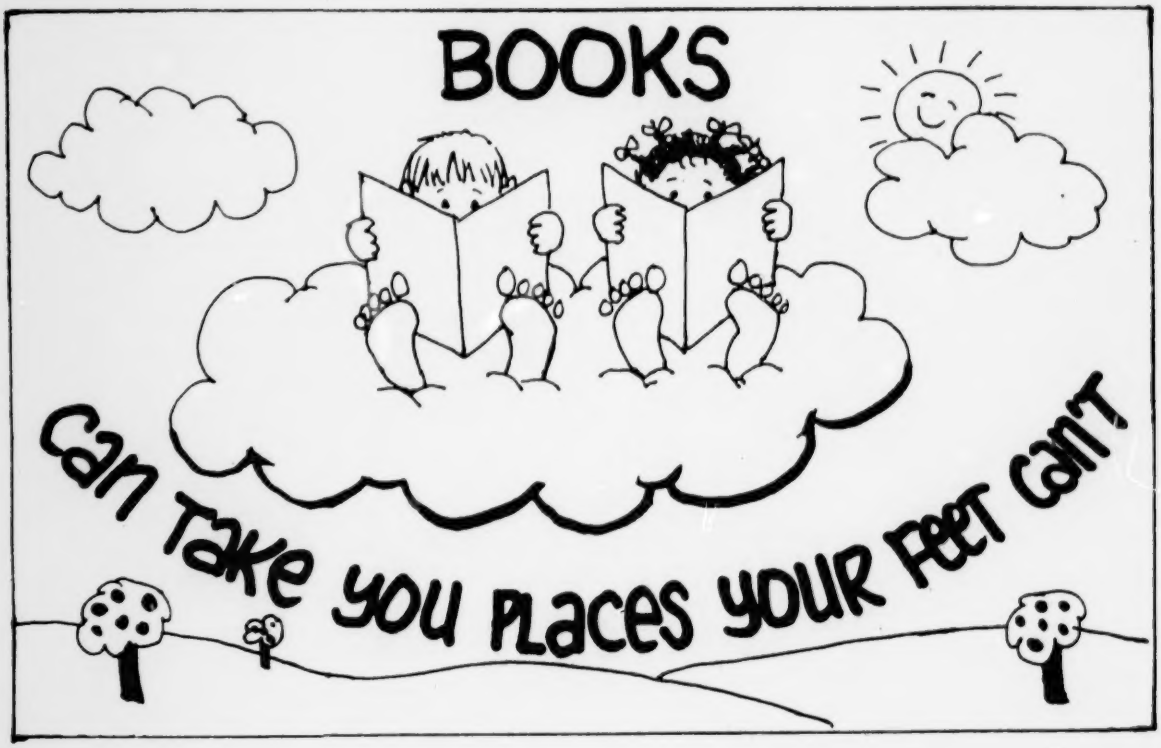
No camp is complete without a campfire, so gather large rocks and wood to build yours. Use a flashlight and colored tissue for the flame. Place large logs around the fire for sing alongs and storytelling. Remember no campout is complete without ghost stories.

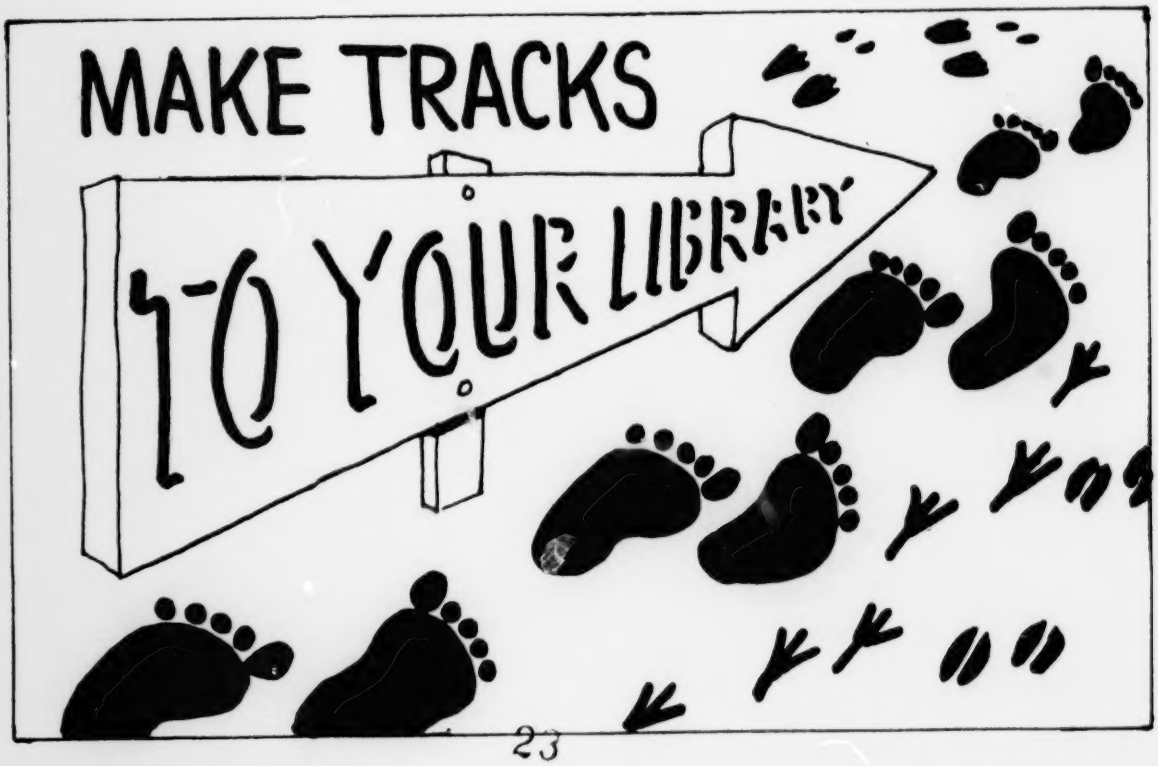
Other items to set around: canoes, fishing gear, backpacking gear, telescopes.

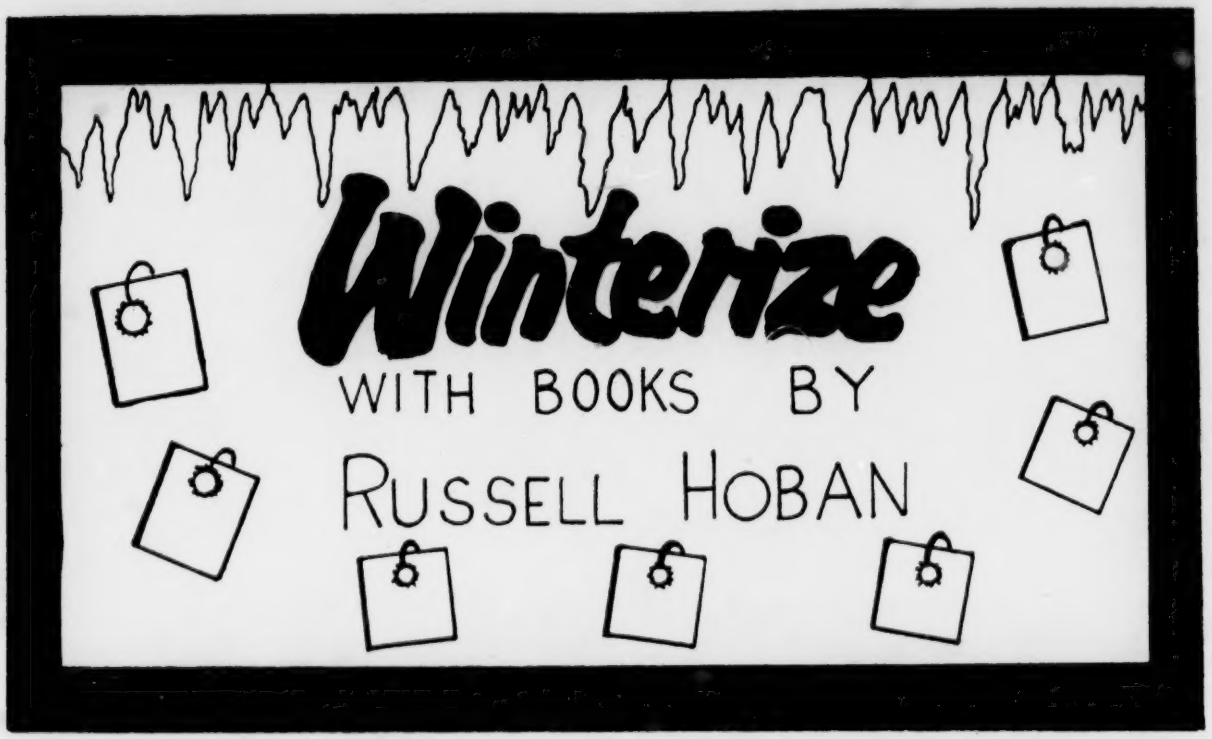
Decorate the ceiling with stars cut from foil, these will pin into the tile and not do any damage. Create "grassy" spots using artificial turf carpet.

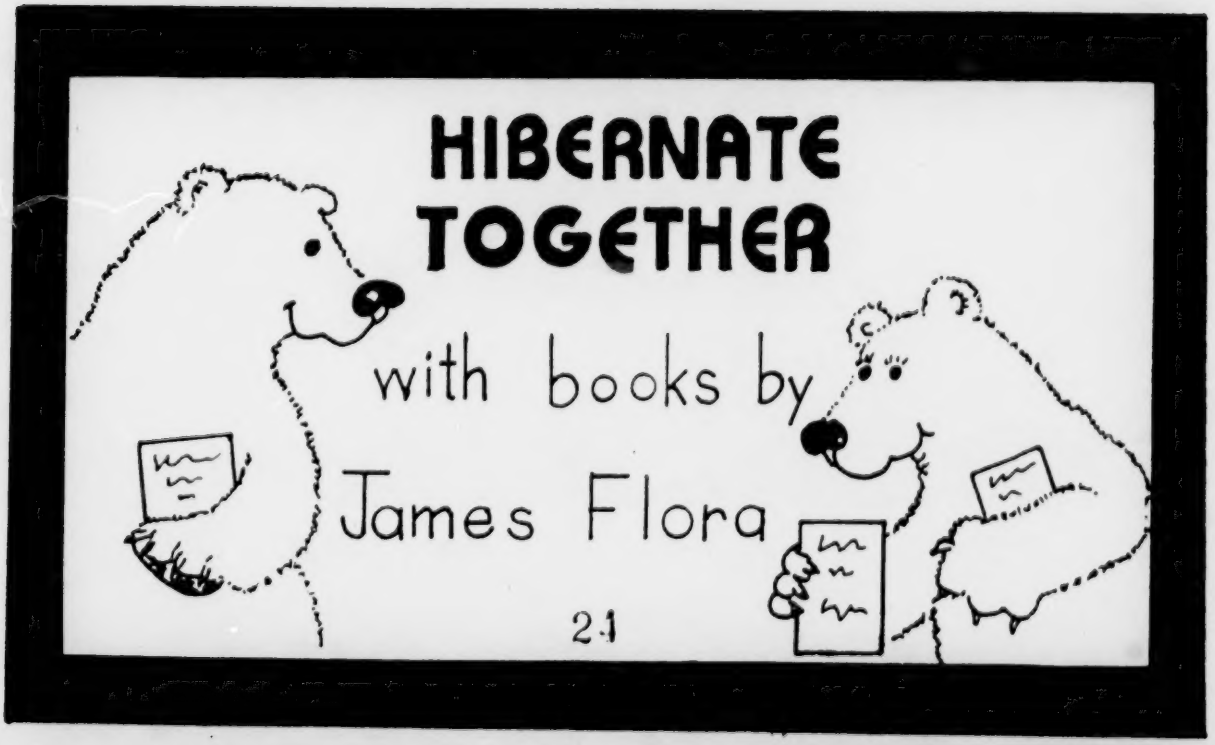
For an inexpensive and easy display material, use foam insulating board. It is available at lumber yards in large sheets and varying thickness. You can cut it with a sharp knife, put pieces together with round tooth picks. It is easily painted with tempra paints or other water soluble paint. The possiblities are endless. Use it to cut animal shapes to stand around the library or to place on walls.

Add some sounds of nature with the new tapes available. These are readily available at most discount and music stores. The wolf sounds is particularly good. Also try bird songs and streams and rivers.

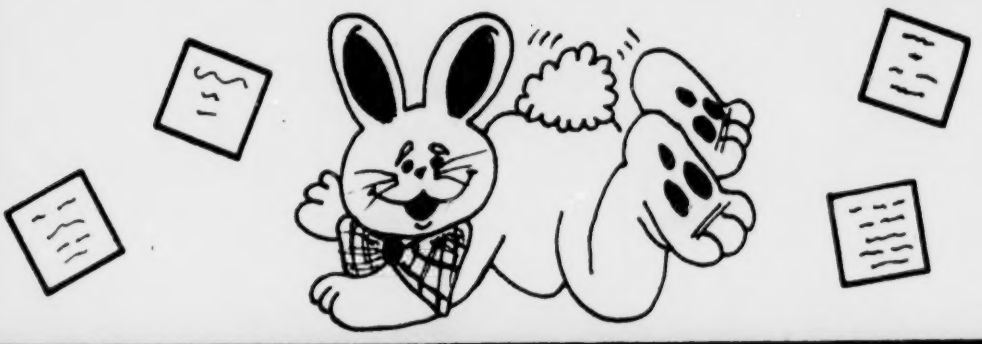

BOOKS
CAN TAKE YOU PLACES YOUR FEET CAN'T


MAKE TRACKS
TO YOUR LIBRARY


Winterize
WITH BOOKS BY
RUSSELL HOBAN

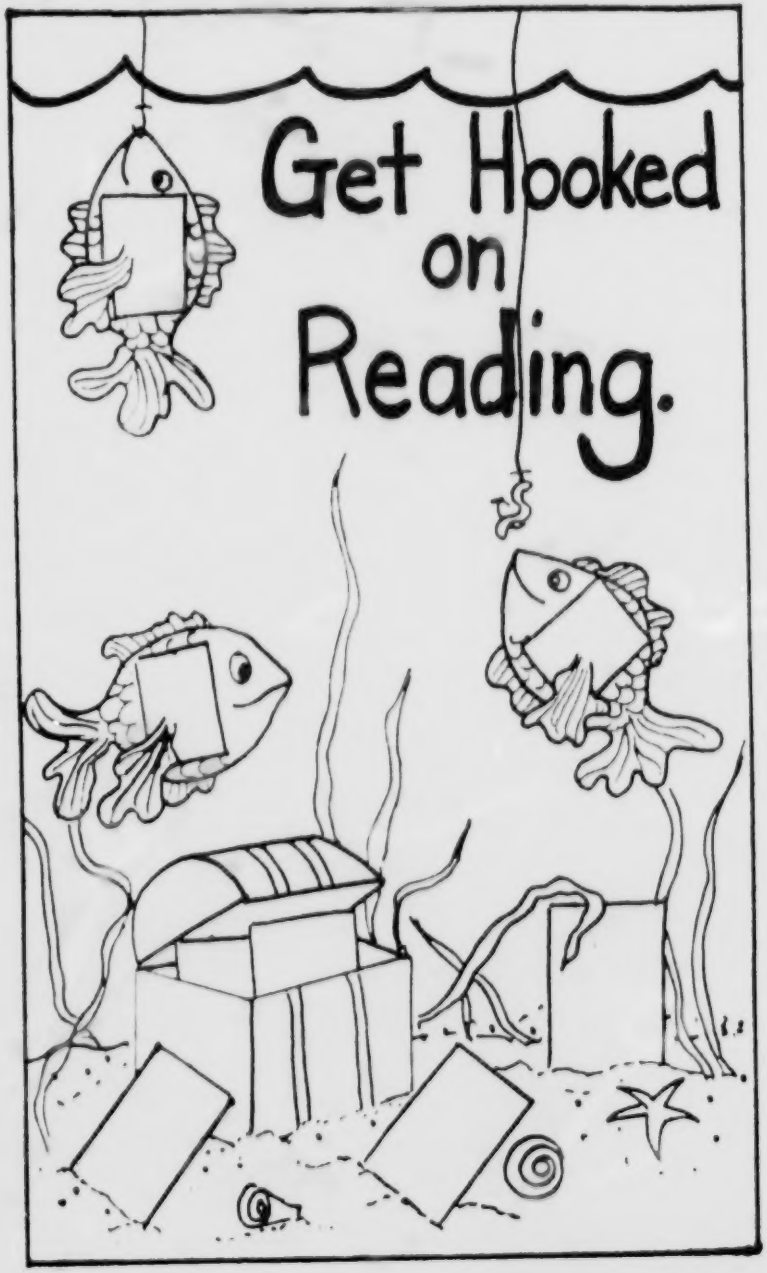

HIBERNATE TOGETHER
with books by
James Flora

Got rainy day wiggles?
LOPSHIRE books have lots of giggles.



Gopher 'Em!

Caudill Books


Get Hooked
on
Reading.

"HOPPY"
SPRING

PROGRAMS AND ACTIVITIES

Special Attractions
Program Potpourri
Sample Programs
Bibliographies
Games and Activities
Crafts

RABBITS

STORIES SHARED

The Rabbit
JOHN BURNINGHAM

Morning, Rabbit, Morning
MARY CALDWELL

Where Is It?
TANA HOBAN

MORE STORIES TO SHARE AT HOME

Humbug Rabbit
LORNA BALIAN

All the Little Bunnies
ELIZABETH BRIDGMAN

Golden Egg Book
MARGARET WISE BROWN

Miffy's Dream
DICK BRUNA

Rabbit for Easter
CAROL CARRICK

Baby Bunny for you
WALTER CHANDOHA

Let's Make Rabbits
LEO LIONNI

No, No Natalie
GRACE E. MOREMAN

Mother Goose

Marshmallow
CLARE TURLAY NEWBERRY

I Am a Bunny
OLE RISOM

My Bunny Feels Soft
CHARLOTTE STEINER

Max's New Suit
ROSEMARY WELLS

Mr. Rabbit and the Lovely Present
CHARLOTTE ZOLOTOW

RHYTHMS, RHYMES, AND FINGERPLAYS

Little Rabbit

I saw a little rabbit go hop, hop, hop.	(hop in place)
I saw his long ears go flop, flop, flop.	(hands above head, "flop" wrists over and back)
I saw his little eyes go wink, wink, wink.	(blink eyes)
I saw his little nose go twink, twink, twink.	(wiggle nose)
I said, "Little Rabbit, won't you stay?"	(make beckoning motion)
He looked at me and...hopped away!	(hop quickly)

Here Is A Bunny

Here is a bunny with ears so funny.	(hands above head to make ears, flop wrists)
Here is his hole in the ground.	(arms create circle in front of body)
When a noise he hears.	(clap hands sharply)
He pricks up his ears.	(hands above head, held straight up)
And jumps in his hole in the ground.	(jump into a crouching position)

RABBITS

FOLLOW-UP IDEAS

Animal riddles are good for times when you are waiting for things to happen (such as being called into the doctor's office). Try these:

I eat grass.
I say moo.
What am I?

I gallop.
I trot.
My hooves go
clip, clop.
What am I?

I have feathers
I peck and peck.
I say cluck,cluck.
What am I?

Visit the zoo or a pet shop. Go at feeding time. Find out what different animals and birds eat. Find out how they eat. Do they have claws? Teeth? Beaks? Feathers? Furs? Fins?

PROGRAM NOTES

Opening Routine	Introduce theme with toy rabbit, rabbit puppet, or regular storytime puppet wearing paper rabbit ears.
Sign	*"Rabbit"* --Cross hands at wrists with index and middle fingers extended (like rabbits). Quickly bend extended fingers twice.
ST	Book: *Morning, Rabbit, Morning*
A	*"Little Rabbit"* fingerplay
ST	Display book: *The Rabbit*
A	*"Here is a Bunny"* fingerplay
ST	Book: *Where is it?*
P	Puppet wearing paper-plate rabbit ears distributes the same kind of ears to each child with instructions to put them on.
CD	Pretending to be bunnies, children hop (high, low, fast, slow), crouch low to hide, and hop home (to parent).
QT	Little bunnies share a book with their parent.
Closing Routine	All rabbits hop out of the story space together.

RABBITS

CRAFTS

Rabbit Cup Puppet

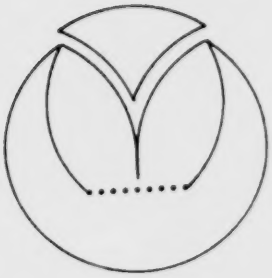
You will need: a paper cup
a straw
tape
a picture of a rabbit small enough to fit in the cup
(draw one or cut from magazine or greeting card)

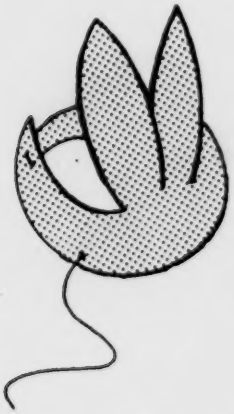
Poke a hole in the bottom of the cup large enough so that a straw can easily slide through. Tape the rabbit picture to one end of the straw and slide the other end of the straw down through the hole in the bottom of the cup. Operate the puppet by sliding the straw up and down. While reciting the rhyme "Here Is a Bunny" , let your child operate the rabbit puppet, making it appear and disappear at the proper times.

Paper-Plate Ears

Needed: Paper plate; scissors; stapler; string or ribbon.

Cut a curved quarter section from the paper plate (as shown). Make two curved cuts opposite the first creating two "ears." Fold ears forward along line between second cuts. Staple the ends of the plate together to form the cap and attach string or ribbon to be tied under child's chin.



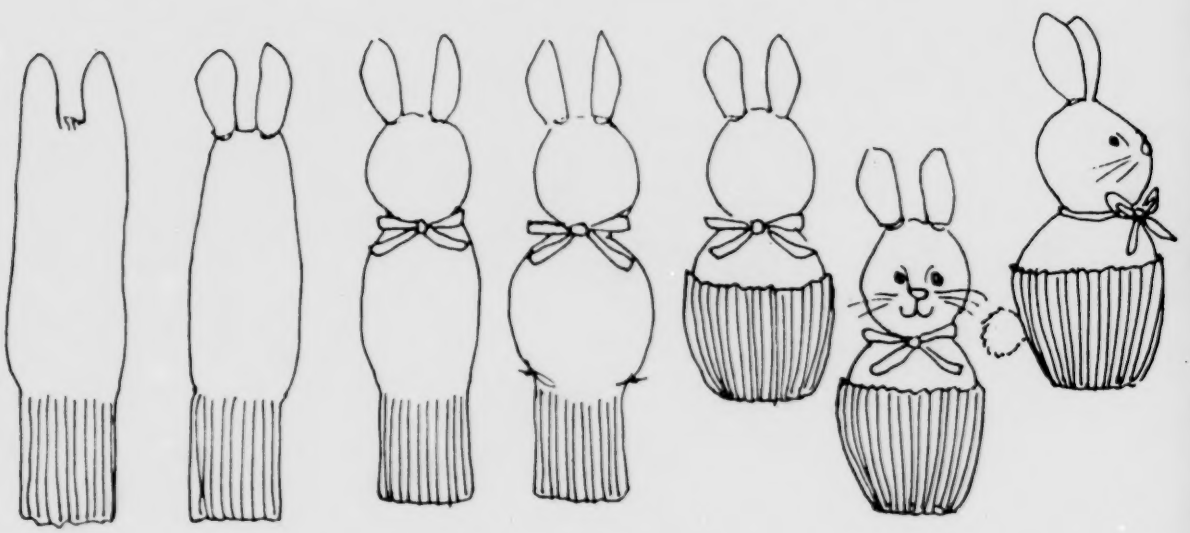


Bunny Socks

Materials:

Pair of infant socks, pastel colors preferred
Needle and thread
⅛" wide ribbon
Cotton balls
2 small black beads, embroidery thread

- Put sock on hand. With index finger push middle of the section down about one inch to form two ears and secure with several stitches. Gather and tie at the base.
- Stuff one cotton ball in the sock all the way to the ears and tie underneath with the ribbon. This forms the head.
- Stuff another 1½ - 2 cotton balls in the remaining sock for the body. Tie underneath with a thread to keep from slipping out.
- Put another part of a cotton ball or pom-pom in the remaining open part of the sock for the tail. Tack the end of the sock to the bunny's back so that the tail sticks out the back.
- Decorate face by embroidering, gluing on eyes, etc.
- See illustration.



IF YOU GIVE A MOUSE A COOKIE

Laura Joffe Numeroff

Summary: When a little boy gives a mouse a cookie, he sets off a chain of astonishing events in this truly delightful picture book.

Audience: Preschool to grad 2 (ages 3 to 7)

Type: Read-aloud

Procedure: The pictures in this book are so captivating that it would be a shame not to share them with your audience. The text is brief, so read very slowly and make sure all the children can see the pictures. This story has a built-in-rhyme that is very easy to pick up after reading once or twice.

Introduce the story by asking the children if they have a favorite kind of cookie. Listen to some of the answers and comment on them. Lead into the story by saying one of your favorite kinds of cookies is chocolate chip like the mouse in the story If you give a Mousea Cookie.

OPTIONAL ACTIVITIES

Milk and Cookie Feast

As a tie-in to the story, treat the children to a milk and chocolate chip cookies feast while they discuss what they might have done in the little boy's place.

Materials Needed: • chocolate chip cookies • small glasses of milk

Cookie Decorating

If you have a small group of children, let the children decorate cookies with faces.

Materials Needed:

- cookies (sugar cookies work best)
- decorating materials (including icing, sprinkles, colored sugar, and assorted small candies)

Preparation Time:

* Story--5 to 10 minutes
* Optional Activities

Milk and Cookie Feast--5 to 10 minutes (unless you bake the cookies from scratch)
Cookie Decorating--15 to 25 minutes
Where's the Cookie?--5 to 10 minutes

Giveaways: Chocolate chip cookies

STORIES SHARED

The Chocolate Chip Cookie Contest
BARBARA DOUGLASS

Sam's Cookie
BARBRO LINDGREN

If You Give a Moose a Muffin
LAURA JAFFE NUMCROFF

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GOOD BEAR DAY

October 27 is the birthday of President Theodore Roosevelt, born in 1858. In 1902, while the president was in Mississippi, a bear cub wandered into his camp. Teddy was a hunter, but he refused to shoot the young animal. A popular cartoonist drew a picture of the story.

The cartoon gave Morris Michtom, a candy seller and toymaker in Brooklyn, a good idea. He and his wife made a stuffed toy bear to sell. They put a sign on it that said "Teddy's Bear."

The rest is" history," almost everyone wanted one. Mr. Michtom founded the Ideal Toy Company to make all the bear folks ordered, and over the years teddy bears became a cherished part of childhood all over the world.

Give your teddy bear a place of honor today, and maybe a fresh ribbon around his neck for the occasion.

In your school or library invite "all good bears" and "some bad" to bring their favorite person to celebrate the day. Begin the celebration with a teddy bear parade. March and dance to the music "Teddy Bears Picnic."

Invite staff or community leaders to judge the bears. Make sure each bear in attendance gets a prize. (largest, brownest, best loved, most worn, etc.) Make ribbons from decorated stick on dots and crepe paper.

As each participant arrives have volunteers paint bear noses on them and give them a bear shaped name tag. Use tempra paint, or face paint for the noses. Be sure to include the staff in the face painting, they wouldn't want to be left out. Encourage them to bring their teddy bears also.

Bear stories should be a part of the day, and have the participants "GO ON A BEAR HUNT".

For treats on this "Beary Fun Day" serve blueberry muffins, bear shaped sugar cookies, or honey cakes.

I have celebrated this day annually at several libraries for many years. It is a day that patrons of all ages will look forward to and participate. My experience has been that as word spreads, the community really looks forward to participating.

DO YOU KNOW WHERE YOUR TEDDY BEAR IS?

BEARS

FOLLOW-UP IDEAS

Guess what I am? This guessing game uses the sounds and motions of different animals. Toddlers like to guess, and they like to act out the different animals with you. Start with a picture book about farm animals to give you ideas and to reinforce the actions with a picture. These are also more familiar to your child.

Watch for bears when shopping or when travelling anywhere, look at magazines and books. This activity is fun since bear logos are plentiful, it helps your toddler become more observant.

CRAFTS

Kitchen Clay

You will need: 2 cups baking soda
1 cup cornstarch
1 1/3 cups water
inch of salt

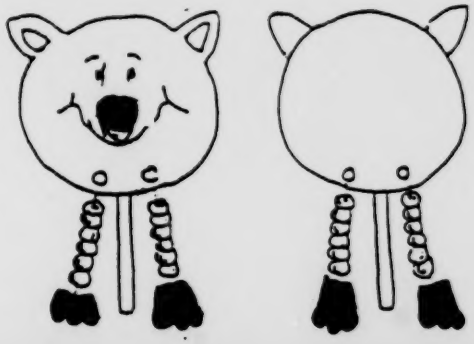
This recipe feels almost like real clay. Put all the ingredients in a saucepan and mix well. Stir over medium heat until the mixture bubbles and thickens. Turn out onto a board or waxed paper and let cool. Knead until smooth. Wrap in a damp towel and place in the refrigerator for 10-15 minutes. Help your child learn how to squeeze, roll, pat, and make balls from clay and to put them together to make many different objects.

Store the clay in a tightly closed plastic bag in the refrigerator, and add a few drops of water to the bag to keep it from hardening. To preserve a special creation, let the object harden in the air for a day or two. Paint with tempera or acrylic paints and cover with shellac. The result: a work of art!

Animal's Dancing Feet

Materials:	Corrugated cardboard	String	Construction paper	Crayons or
	Small Threadable beads	Scissors	Dowel	Magic markers

Cut an 8" circle from a piece of corrugated cardboard. Cut two additional 8" circles out of construction paper. Draw an animal face and back of head on the construction paper and glue to either side of the corrugated cardboard. Be sure the wavy design of the cardboard is vertical. Punch 2 holes towards the bottom 1/4" of the circle. Make the holes about 1/2" from the edge, and equidistant from each other (see diagram.) Thread and tie one end of the string in each hole. Tie various colored beads to the other end of the string to resemble feet. Leave enough thread at the bottom on which to glue a construction paper foot, if desired. Stick a 12" dowel into the wavy groove of the cardboard at least 5" up so that it resembles a lollipop. Glue into place. Turn your animal from side to side with the dowel to make its "feet" dance.



BEARS

STORIES SHARED

Sleepy Bear
LYDIA DABCOVICH

Ten Bears in My Bed
STANLEY MACK

MORE STORIES TO SHARE AT HOME

Snow on Bear's Nose
JENNIFER BARTOLI

He Bear, She Bear
STAN BERENSTAIN AND JAN BERENSTAIN

B is for Bear
DICK BRUNA

Corduroy
DON FREEMAN

Do Baby Bears Sit in Chairs?
ETHEL KESSLER AND LEONARD KESSLER

Milton the Early Riser
ROBERT KRAUS

Blueberries for Sal
ROBERT MCCLOSKEY

The Real Mother Goose
MOTHER GOOSE

I'm Going on a Bear Hunt
SANDRA SIVULICH

The Three Bears

Lazy Bear
BRIAN WILDSMITH

RHYTHMS, RHYMES, AND FINGERPLAYS

Bears Everywhere

Bears, bears, bears everywhere	(point with index finger)
Bears climbing stairs	(make climbing motion)
Bears sitting on chairs	(sitting motion)
Bears collecting fares	(pretend to accept change)
Bears giving stares	(eyes wide open, look around)
Bears washing hairs	(rub fingers in hair)
Bears, bears, bears everywhere!	(point)

Going on a Bear Hunt

We are going hunting for a bear.	(shade eyes with hand and peer around)
We will walk down the sidewalk;	(pat hands on knees for walking)
Push our way through tall grass;	(alternately push hands away from body side to side)
Swim a river;	(make swimming motions)
And climb a tall tree.	("climb" as if pulling self up a rope hands alternating)
Keep looking!!	(shade eyes and peer all around)
What do you see?? A Bear????	(act surprised)
We have to get out of here!	(repeat above motions faster)

Climb down the tree, and Run!
Swim that river, and Run!
Push through that grass, and Run!
Now Run up the sidewalk...and in the door...

And shut the door tight!	(clap hands loudly)
Whew...I'm glad we are home safe!!	(wipe forehead with fingers and sigh)

BEARS

PROGRAM NOTES

Opening Routine	
Sign	"Bear" --Cross arms over the chest with hands on shoulders. Scratch twice on shoulders.
ST	Book *Sleepy Bear*
A	*"Bears Everywhere"* fingerplay
ST	Display book: *Ten Bears in My Bed*. Flannelboard story: Remove ten felt bears on the flannelboard one at a time as you chant or sing the song. Each child can return one of the bears to the flannelboard at the end of the song (or in cooperative groups, let each one take a bear from the flannelboard during the song).
A	Stretching
ST	*"Going on a Bear Hunt"* action story
P	A bear puppet is "discovered" at the end of the bear hunt. The puppet hugs and is hugged and gives out instructions for quiet time.
QT	Child and parent look at books together.
G	Bear straw caddy
	Materials Needed: Pattern enlarged to 4" hole punch plastic straw
	Copy the pattern and cut out. Punch holes where indicated in top and bottom of bear. Thread straw through. Tape over straw on back if bear slides.
Closing routine	Bear puppet leads exit from storyspace and says goodbye.

ACTIVITY

BIG BEAR THAT SWALLOWED A TITLE
(all ages)

Supplies:

Butcher paper or any wide paper for the bear outline
Markers
Construction paper, strips of paper,
Scissors , staples, glue or tape

PROGRAM DESCRIPTION:

Lay the large piece of paper on the floor and trace a large bear's outline and then cut out. You will need two of these outlines. Draw facial features on one outline and hang on the wall for children to decorate. For each visit to the library, allow children to attach one piece of colored paper or yarn to the bear, and continue until the outline is completed. Have children write book titles on strips of paper to feed the bear. (Use a fish shape.) After the first outline is completed, remove from the wall and attach second outline for the bear's back, leaving a place where titles may be fed to it. Watch the bear grow. It must be supported in order to stand. This is silly fun for all ages and encourages childern to read more books to make the bear really fat"

Bear Paw Bop

For this game, players must first make bear paws from tagboard, with elastic attached that they may slip their hands under. Each player should have two paws. Players try to keep a balloon in the air and not touch the floor by bopping it with their paws.

MAKING TRACKS

Suggested level: All Ages

Special Note: Observing and collecting animal tracks and footprints is fascinating for kids. Some easily found tracks include rabbits, ducks, frogs, mice, squirrels, skunks, raccoons, invertebrates, such as crickets and centipedes, and cows. Note how many toes the animal has, whether the animal has toes or a hoof, the size and shape of the track, and the distance between tracks. This program will attract older children.

STORIES SHARED

Crinkleroot's Book of Animal Tracking
JIM ARNOSKY

All Kinds of Feet
RON GOOR

Feet!
PETER PARNALL

Owl Moon
JANE YOLEN

MORE STORIES TO SHARE AT HOME

Peterson's First Guide to Mammals of North America
PETER ALDEN

The Snowy Day
EZRA KEATS

The Visual Dictionary of Animals

What Neat Feet
HANA MACHOTKA

Whose Footprints
MASAYUKI YUBUUCHI

FOLLOW-UP IDEAS

* Use any of the field guide identification books for identifying tracks you find.

* After a rain, when the ground is soft or slightly muddy, look for animal tracks and make plaster casts of them. Basic Techniques involve making a collar to put around the track from a strip of cardboard held with a paperclip or from a tin can with the top and bottom removed, or from a half-gallon milk carton cut into rings. Slowly fill the collar with plaster of Paris (quick drying works best). Let the cast partially set, then dig up with the collar intact. After it completely dries, remove all the dirt and clean the cast. Note that this method creates a raised cast rather than the depression made by the animal in the soft ground.

* Observe animal tracks with sand casting. This is an easy activity because the only material need is a tray full of damp sand. Simply have children move a pet through the sand. Suggested animals include a rabbit, kitten, puppy, snake or insect.

* Have children create an observation notebook to record the animal tracks they see. The notebook can be filled with children's sketches or photographs of the tracks. Suggest that notes include exact measurements, distance between tracks, the date and place where the tracks were found.

* Use the following information from "Walk Like a Bear" from Nature Crafts For Kids that has been reprinted with permission. See following page.

MAKING TRACKS

Walk Like a Bear

Animal tracks tell about animals. The distance between tracks and the impression show which part of the foot made the track, whether the animal was walking or running, and what kind of stride the animal has. Walking styles create certain patterns of tracks on the ground. There are four basic styles. They are diagonal walkers, pacers, bounders, and hoppers. The best way to learn the pattern created by these walking styles is to get down on all fours and pretend to be the animals. Hands become front feet and knees are rear feet. If this is done on soft sand or ground, a track pattern is visible.

Diagonal walkers (cats, dogs, hoofed animals such as deer) make a nearly straight, left-foot, right-foot pattern. "Walk" by moving right front foot and left rear foot at the same time. Then move left front foot and right rear foot. Pacers include bears, porcupines, raccoons, opossums, and beavers. They leave a close, zigzag pattern as they waddle when they walk. To walk like a bear, move the right front and right rear "feet" at the same time, then the left front and left rear, and so on.

Bounders include most members of the weasel family. They make an evenly spaced boxlike pattern, with left and right paw prints pretty much side by side as they "bounce" from one place to another. "Walk" by moving both the front "feet," forward at the same time then quickly bring the rear feet up just behind the front feet. Continue in the same manner.

Hoppers (rabbits and rodents) move by jumping ahead with the rear feet, coming down on the front feet, and then pulling the rear feet in front of and to either side of the front feet to push off again. This one is hard to imitate! Reach out with the front feet (hands), then bring knees up ahead of and to the outside of arms. This is hard to repeat.

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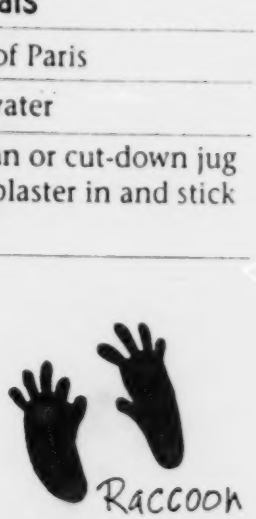
ANIMAL TRACK PAPERWEIGHT

Materials

- Plaster of Paris
- Jug of water
- Large can or cut-down jug to mix plaster in and stick to stir



Stir the plaster with a stick. When it gets thick, pour it over a track. Let harden, then gently lift up the plaster cast.

You will need scissors and one 8½" × 11" sheet of paper. Fold the paper and trace the cutting lines from the pattern.

Who Lives in This House?

There is a very special house,
In a very special forest,
Outside a very special town.
It belongs to someone with very special ears. (*Cut on line 1; unfold the paper*).

Could it be an elephant with ears like this? No, but elephants do have special ears. They have the largest ears in the world.

There is a very special house,
In a very special forest,
Outside a very special town.
And it belongs to someone with very special ears. (*Cut on line 2; unfold.*)

Could it be a rabbit with ears like this? No, but rabbits do have special ears. They can make their ears stand up straight or lay down on their backs.

There is a very special house,
In a very special forest,
Outside a very special town.
And it belongs to someone with very special ears. (*Cut on line 3: unfold.*)

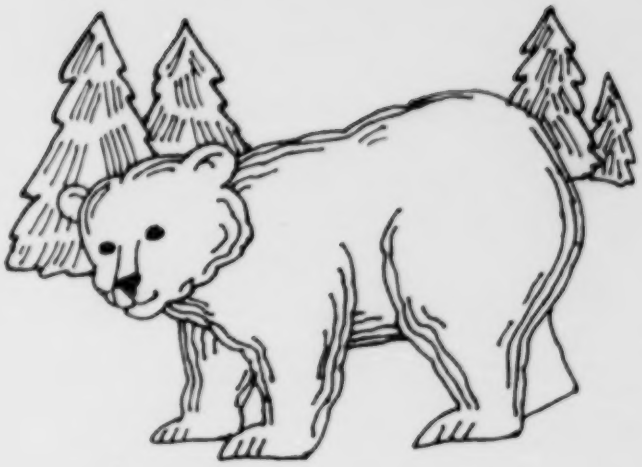
Could it be a deer with tiny horns and ears like this? No, but deer do have special ears that help them hear the sounds in the forest.

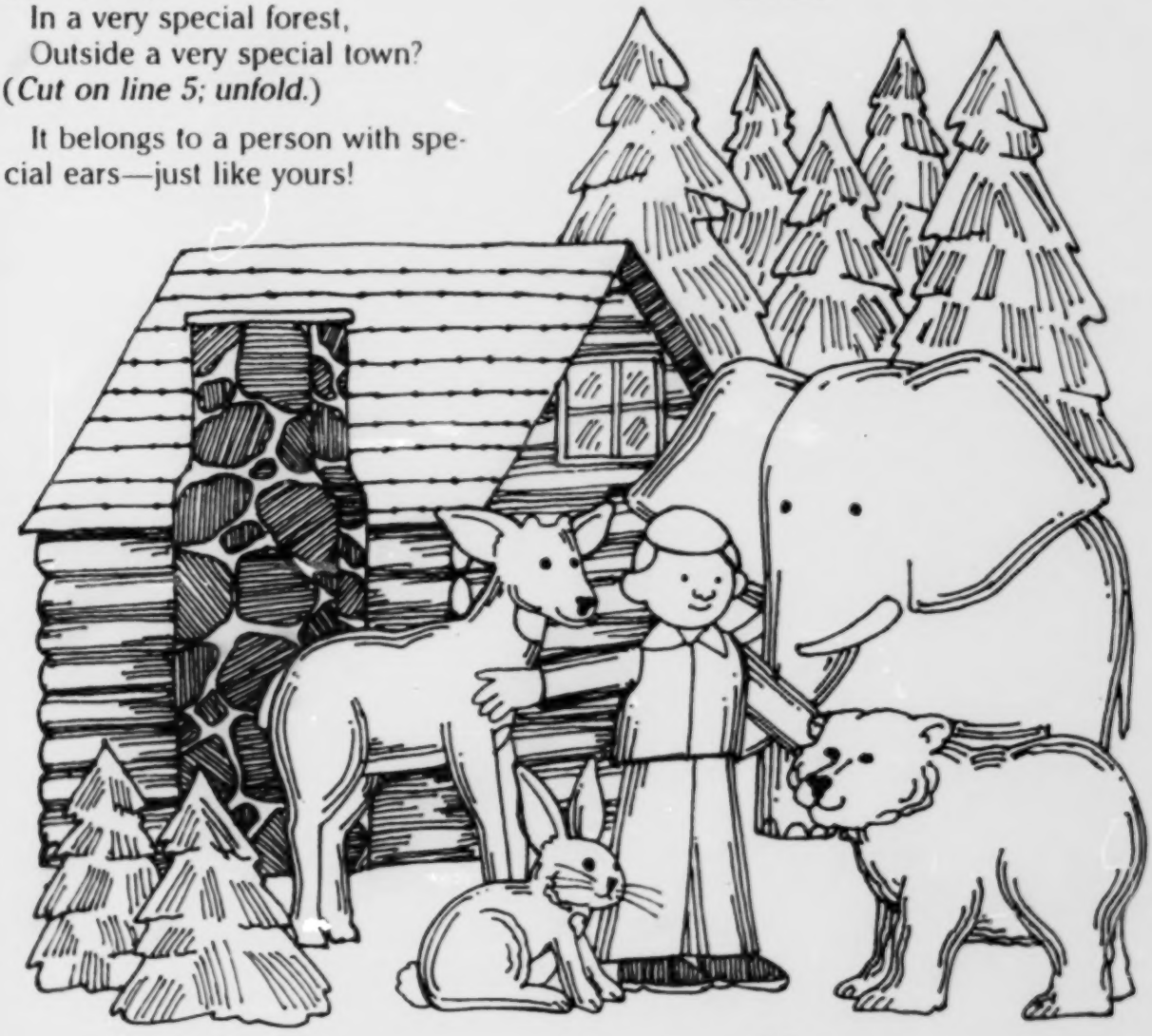
There is a very special house,
In a very special forest,
Outside a very special town.
And it belongs to someone with very special ears. (*Cut on line 4; unfold.*)

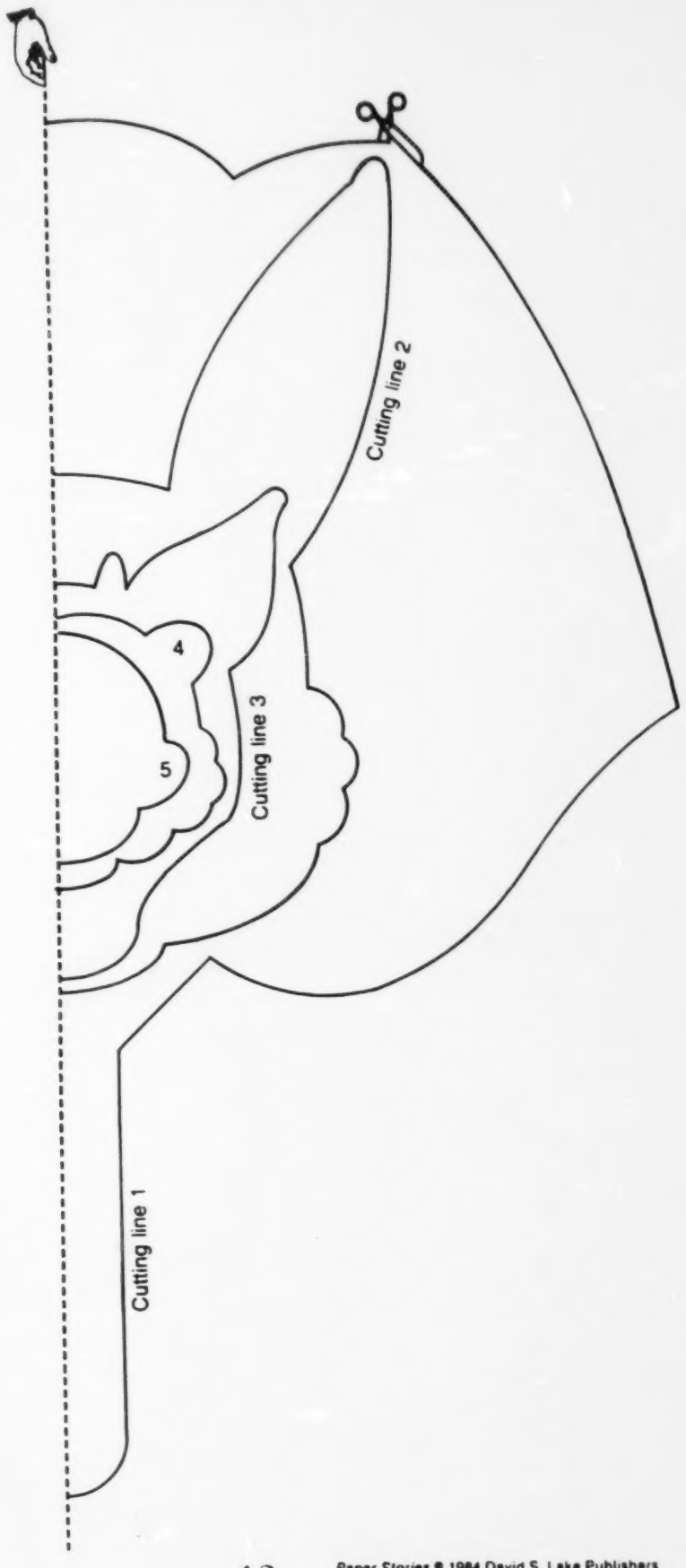
Could it be a bear with small, small ears? No, but bears do have special ears that are just right for them.

Who could live in this very special house,
In a very special forest,
Outside a very special town?
(*Cut on line 5; unfold.*)

It belongs to a person with special ears—just like yours!







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THE DOG AND THE WOLF
An Aesop Fable

Adapt any folktale with a wolf (or any animal) as one of the main characters into a readers theatre script. Use the following as an example and create more of your own.

CAST OF CHARACTERS

NARRATOR
HOUSE DOG (A PET)
WOLF

Narrator: Aesop, a slave in the sixth century B.C. collected and told many fables. It was said that he won his freedom by his storytelling talents. The fable begins when a half starved wolf meets a house dog.

House Dog:(*excitedly*) Hey, brother wolf, what's happening?

Wolf: (weakly) Nothing, lately. In fact, I haven't had anything to eat for days.

House Dog: I can see that! Look at you, you can hardly stand up. You must be weak from hunger.

Wolf: (*weakly*) I know, I never know when I'll get my next meal. What can I do?

House Dog: That is a problem, but I have an idea for you. Come with me to my master and share my work. The work is hard, but the food is regular and good.

Narrator: And so they went, the jovial, well-fed house dog leading the frail, weak wolf. As they were making their way toward the town, the wolf noticed something peculiar about the house dog. He questioned him.

Wolf: Hey dog, how did the hair on your neck get worn away?

House Dog: Oh, this? (*pointing to one side of his neck*) That's where my master puts the collar on me at night when he chains me up. Yes, it rubs a bit, but I do get fed each day. You don't get something for nothing.

Narrator: When he heard this, the wolf suddenly stopped, turned around, and started walking back to the forest.

House Dog: Hey! Where are you going? You can't leave now. We are going to work together.

Wolf: No way! Good-bye, house dog. I would rather starve free than to be a fat slave.

Narrator: With that, the wolf went on his way to enjoy his free - if sometimes hungry - life.

FROGS AND TURTLES

STORIES SHARED

Turtle Tale
FRANK ASCH

Jump, Frog, Jump
ROBERT KALAN
Green Willow

MORE STORIES TO SHARE AT HOME

Clever Turtle
ROSLYN ABISCH

The Hare and the Tortoise
JEAN DE LA FONTAINE

Tadpole and the Frog
SUSAN KNOBLER

Theodore Turtle
ELLEN MACGREGOR

A Boy, a Dog and a Frog
MERCER MAYER

Turtle
BETTY SUE CUMMINGS

Turtle and the Monkey
PAUL GALDONE

Mert the Blurt
ROBERT KRAUS

Tuesday
DAVID WEISNER

Foolish Frog
PETE SEEGER

Bert and Barney
NED DELANEY

Frogs Merry
JULIET KEPES

Voices of Greenwillow Pond
CAROLYN LANE

Jump, Frog, Jump
PATRICIA MILES MARTIN

Toad
ANNE ROCKWELL AND
HARLOW ROCKWELL

RHYTHMS, RHYMES, AND FINGERPLAYS

Five Speckled Frogs

Five green and speckled frogs sat on a speckled log,
Eating some most delicious bugs, yum, yum.
One fell into the pool where it was nice and cool.
Then there were four green speckled frogs, blub, blub.

Continue on with the poem, changing the number as
the frogs fall into the pool.

I'm A Little Tadpole
(Sung to "I'm a Little Teapot")

I'm a little tadpole,
Small and frail
Here is my head and here is my tail.
When I get all grown up,
A frog I'll be,
So watch me grow, it's fun, you'll see.

Mary Had A Little Frog

Mary had a little frog,
Little frog, little frog,
Mary had a little frog,
Its skin was green as grass.

And everywhere that Mary went
Mary went, Mary went,
Everywhere that Mary went,
The frog would jump and splash!

The Little Frog

I am a little frog	(squat down)
Hopping on a log	(bounce up and down)
Listen to my song	("ribbit, ribbit")
I sleep all winter long	(lay head against hands)
Wake up and peek out	(peek between fingers)
Up I jump, all about	(bounce up and down)
I catch flies	(grabbing motion)
I wink my eyes	(blink)
I hop and hop	(bounce up and down)
And then I stop	(sit down on floor)

FROGS AND TURTLES

RECIPES

Frog Salad

1. Cut 1/4 of cucumber, leave the skin on, and stand it on a bed of lettuce.
2. Slice two thin pieces of a green olive and secure them with toothpicks for the frog's eyes.

3. Cut a thin smile line out of the cucumber for the frog's mouth.
4. At the base of the frog, make his four legs by using either celery pieces or pickle spears cut to the appropriate sizes.

Lily Pad Salad

Make this salad and have your child pretend to be the frog eating the tasty "bugs" offered on the lily pad.

1. Place a lettuce leaf on a plate.
2. Place raisins, golden raisins, nuts, seeds and other dried fruits on the lettuce.
3. Scoop them up with your "sticky" tongue and enjoy your "buggy" treat!

Turtle Salad

Make a "turtle" salad for lunch using peach halves for its shell, a nut or marshmallow for a head, and carrot sticks for legs and a tail.

ACTIVITIES

Frog Music

On a warm spring evening go to a pond with your child and listen for some frog music. You'll be amazed at the sounds you will hear. Listen for the "jug-o-rum" of the bullfrog, the "tchung" of the green frog, the trill of the common frog, the peep of the peeper frog, the "grunt" of the meadow frog and the "burp" of the pickerel frog. Bring a flashlight along to try to see some of the frogs hopping into the water as you approach.

Tadpole Watch

Catch some frogs' eggs to watch the transformation into tadpoles right in your own prepared jar. Take a gallon jar and put about 1" of sand in it. Add a few stones and water plants. Pour in some pond water, with a little scum, until the jar is about 3/4 full. Take a few frogs' eggs and put them in the jar. (You should be able to find some in a pond. They look like clear little jelly-balls with black centers. They're usually stuck together in clumps.) Your child (and you) will be fascinated!

Leap Frog

Certainly don't overlook the old favorite game of Leap Frog. If your child doesn't know this wonderful game already, teach him now. You'll have to scrunch down as tightly as you can for your child to be able to leap over you, but it will be fun!

FROGS AND TURTLES

CRAFT

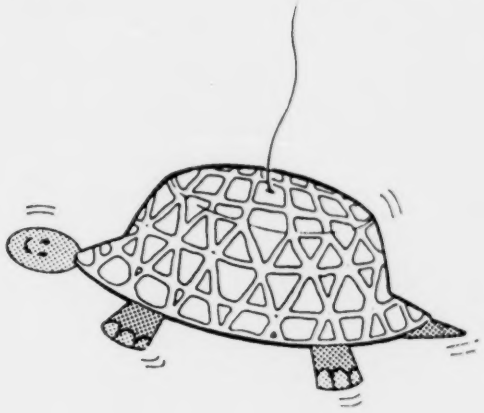
Frog Puppet

The late Jim Henson has probably done more for the image of the frog than anyone through his wonderful muppet character, Kermit the Frog. Most children know Kermit and love Him. If you already own a Kermit puppet, take him out and have your child play with him. If you don't, make one!

Begin with an old green sock. Put your hand in the sock and position your fingers to make a face for the puppet--your thumb is the chin and your four fingers on top are the head. Sew large round button eyes on the head. If you want your frog to have arms and legs, use green felt to cut them out (webbed feet and all) and sew them on where they look the most natural. This is very basic and simple; be more elaborate if you wish, but this will suffice!

Turtle Marionette

You will need:	a plastic bowl	glue	construction paper	button
	crayons or markers	scissors	string	



Let your child decorate the bowl which will become the turtle's shell. Cut from construction paper: 1 circle (head), 4 small rectangles (legs), and 1 triangle (tail). Draw a face on the circle and glue the paper shapes to the edge of the bowl.

Poke a hole in the center of the bowl and thread the string through it. Thread the button onto the string and tie securely. This helps to keep the string from pulling out of the bowl.

Hold the string, and the turtle will dangle above the floor. He can be made to walk slowly, hop, dance, or even fly.

Frog Puppet

Needed:letter-sized envelopes, construction paper, glue.

Fold envelope in half, short ends together. On front side cut a slit along the fold. Glue flap down in back. Cut out eyes and body, and fold on lines. Attach eyes to one side of envelope and body to the other. Insert hand into slit to make mouth open and close.

Frog Puppet

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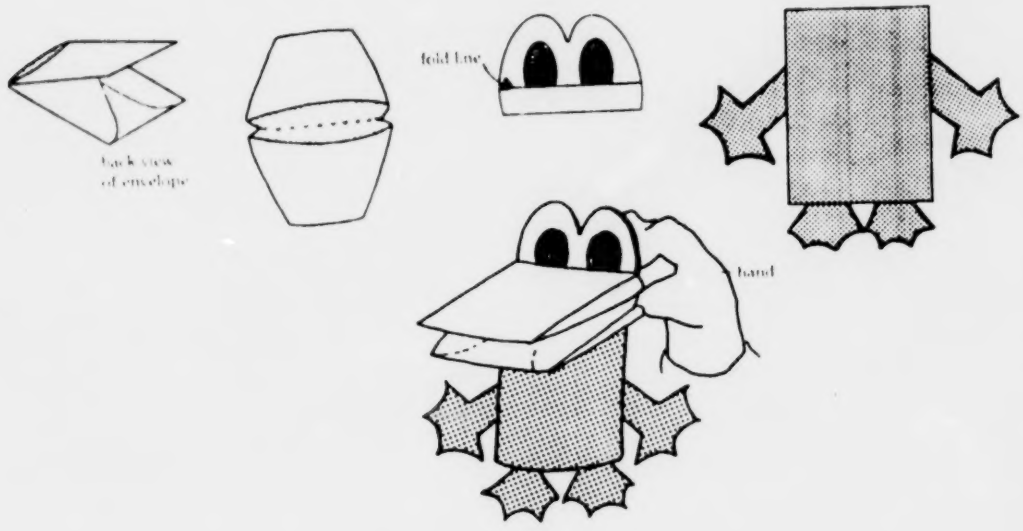


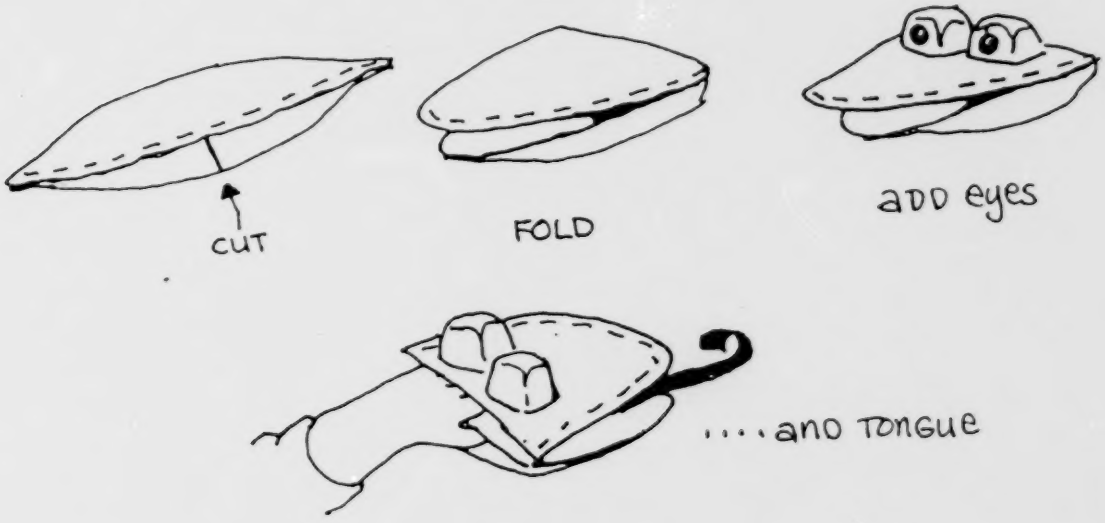
Croak, Your Majesty

Materials:

Two paper plates (per child)
Green crayons, markers, or green construction paper
Glue
Strips of red paper approximately 10 inches long
Two sections of an egg carton (per child)
Staplers

- Make simple frog puppets by stapling two paper plates together around the edge with bottoms to the outside.
- Cut one plate in half and fold them both to form the frog's mouth. There will then be places to put fingers and thumb to move the mouth of the puppet.
- Color the tops of the plates green or cover with green construction paper if desired.
- Staple egg carton sections on the top for eyes.
- Glue red paper strip inside the mouth for a tongue. Curl this red paper strip around a pencil if desired.
- Refer to illustration below.

This craft idea has been reprinted with permission from Glad Rags: Stories and Activities Featuring Clothes for Children by Jan Irving and Robin Currie (Libraries Unlimited, 1987).



BUGS AND CATERPILLARS

STORIES SHARED

The Very Hungry Caterpillar
ERIC CARLE

Grouchy Ladybug
ERIC CARLE

Inch by Inch
LEO LIONNI

MORE STORIES TO SHARE AT HOME

Buzz! Buzz! Buzz!
BYRON BARTON

One Dragon to Another
NED DELANEY

Never Say UGH to a Bug
NORMA FARBER

Be Nice to Spiders
MARGARET B. GRAHAM

Changes, Changes
PAT HUTCHINS

The Caterpillar and the Polliwog
JACK KENT

Ladybird Quickly
JULIET KEPES

Zoo in My Garden
CHIYOKO NAKATANI

Blue Bug Goes to the Library
VIRGINIA POULET

Ladybug, Ladybug and Other Nursery Rhymes
ELOISE B. WILKIN

RHYTHMS, RHYMES, AND FINGERPLAYS

Eency Weency Spider

Eency-weency spider went up the water spout.	(wiggle fingers upward in front of body)
Down came the rain and washed the spider out.	(sweep arms down and to one side)
Out came the sun and dried up all the rain.	(arms form circle over head)
And the eency-weency spider went up the spout again.	(wiggle fingers upward again)

Caterpillar

This is the egg, found not far away.
(point with index finger to center of other palm)
This is the caterpillar, who one sunny day hatched from the egg, found not far away.
(wiggle index finger like caterpillar)
This is the cocoon, all snuggled away that covered the caterpillar,
who one sunny day, hatched from the egg, found not far away.
(form fist, cup other hand over it, peek inside)
This is the butterfly, who did sashay out of the cocoon all snuggled away,
that covered the caterpillar, who one sunny day, hatched from the egg, found not far away.
(slowly pull fist out of cupped hand and open fingers)
These are the wings, on bright display worn by the butterfly,
who did sashay out of the cocoon all snuggled away that covered the caterpillar,
who one sunny day, hatched from the egg, found not far away.
(palms toward you, hook thumbs together and wiggle fingers)
Beautiful butterfly...Can I watch you play?
("fly" your butterfly up, down, and around)

FOLLOW-UP IDEAS

Make a nesting game with different sizes of cans. Cut one end cleanly open so there are no sharp edges. Cover the edges with adhesive or cloth tape. Cans may then be stacked upside down on top of each other to build things or nested inside each other for storage.

To make a finger puppet quickly and easily, cut the finger off an old glove. Decorate with markers, material, and yarn scraps or buttons to make eyes, ears, mouths, hair, and tails. Add felt wings to create a butterfly.

PROGRAM NOTES

Opening Routine

ST	Book: *Inch by Inch.* Use a finger puppet as the inchworm and "inch" it through the book while telling the story, for example, measure the flamingo's neck, and so on.
A	Stretch. Let inchworm measure arms, legs, feet, and hands.
ST	Book: *Very Hungry Caterpillar.* Tell the story once using the book, then repeat briefly using the caterpillar sock puppet.
Sign	*"Butterfly"* -- Cross hands at wrists, palms facing chest. Link thumbs. Wiggle fingers together like butterfly wings.
A	*"Caterpillar"* fingerplay.
ST	*"Eency Weency Spider"* stick puppets story using lap stage.
A	*"Eency Weency Spider"* action rhyme.
QT	Child and parent look at books together

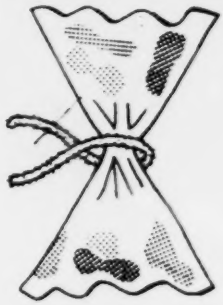
CRAFT

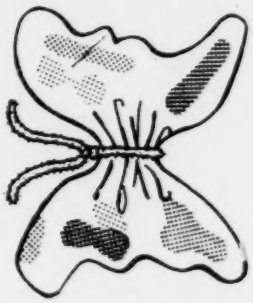
Colorful Butterfly

You will need: paper towels
newspapers
pipe cleaners
food coloring or tempera paint
sponge or small paint brush
small containers (baby food jars, margarine containers, muffin pan)

Cover the table with newspapers, several layers thick. Lay a paper towel flat on the newspapers. Pour food colors into separate containers for each color. With the sponge or paint brush, help the child dab or drop each color onto the paper towel. See how the colors spread through the towel. Where they mingle, new colors are created. Clear water can be sprinkled on the towel to lighten or spread the colors more. Hang the towel and let dry thoroughly.

When dry, fold towel lengthwise in accordian pleats. Pinch together at the center of the towel and twist a pipe cleaner around it to hold. Curve the ends of the pipe cleaner to look like antennae, and fluff out the paper towel on both sides of the pipe cleaner to form wings. Decorate your windows or room with beautiful butterflies





Caterpillar and Butterfly Sock Puppets

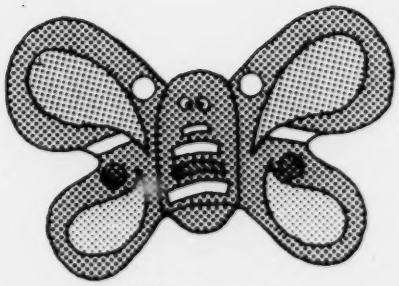
Used with *The Very Hungry Caterpillar*

You Will Need:
- brightly colored or striped sock
- man's white sock, same size as colored sock
- a finger from an old glove
- felt in the same colors as the sock puppet
- glue
- buttons and craft eyes

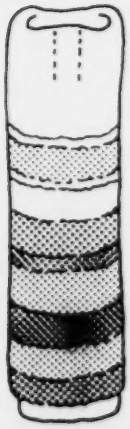
Caterpillar: Insert white sock into colored one. Construct mouth as described in Sock Puppet, sewing through both socks to secure mouth. Add buttons near the mouth for puppet's eyes.

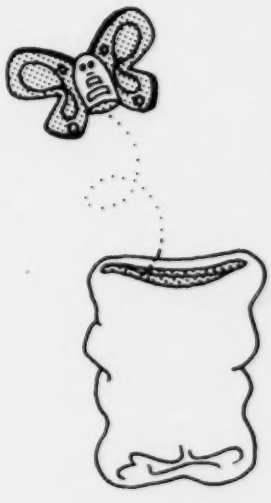
Butterfly: Make and decorate felt wings. Glue craft eyes to the finger from the old glove to make butterfly's body. Glue wings to body.

To use: Fold butterfly's wings over body and flatten. Slide butterfly between white and colored socks. Caterpillar sock puppet stays on the hand for most of story. To spin a cocoon, turn both socks inside out as you pull puppet off hand. Butterfly then emerges from its hidden pocket.



detail of finger puppet

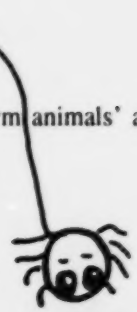




cocoon

THE VERY BUSY SPIDER

Eric Carle



Summary: A busy little spider persists in spinning her web despite the farm animals' attempts to distract her.

Audience: Ages 3 to 8 (works best with 4 to 6 year olds)

Type: Flannelboard

Procedure: Because this story has very simple characters and a brief text, it makes an excellent flannelboard story. At the beginning of the story, place the spider and the sun on the flannelboard. Then, use yarn strung across the flannelboard to build the little spider's web as the story progresses. The spider and her web are located on two-thirds of the board, while the farm animals and the pesky fly make their appearances on the remaining third of the board. As the story progresses, string the yarn in a pattern across the flannelboard, fastening it with tape or thumbtacks. The fly appears with the entrance of the horse and stays on the board during the entire story. At the conclusion of the story, discuss how, why, and when spiders build webs. Give each child an activity sheet to take home.

Materials Needed: assorted colors of felt tape scissors black marker
yarn for the web

Because these figures are so simple, all you need to do is to trace the shape of the animal from the text onto a piece of felt. Cut it out, and add facial features and some shading. Cut yarn into manageable lengths.

Figures for the flannelboard include the following:

spider	pesky fly	sheep	pig	cat
rooster	yellow sun	horse	cow	goat
dog	duck	owl		

Instead of using yarn for the spider web, you can purchase a decorative spider web from a craft or fabric store. They are inexpensive and usually available near Halloween.

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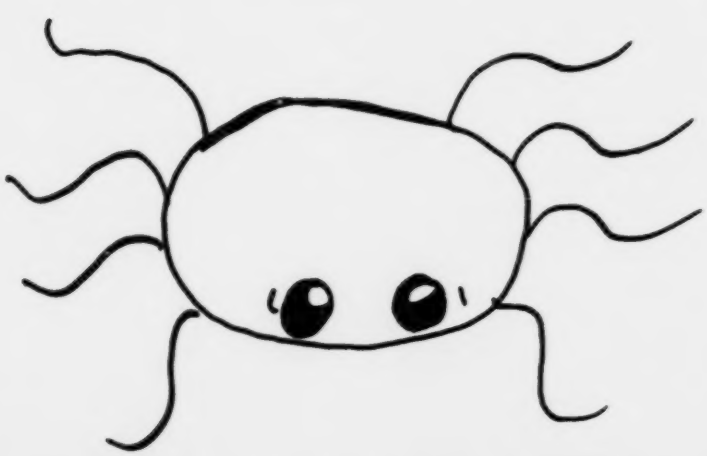


THE GROUCHY LADYBUG
Eric Carle

Summary: The ladybug spends the day bullying and badgering everyone she meets until finally at sunset she encounters her match.

Audience: Ages 4 to 8

Type: Participation

Procedure: To introduce the story, comment on feeling bad and how sometimes we all have **FIREFLIES** changeable moods. Lead into the story by talking about the ladybug's grouchy mood. As you are talking, pass out puppets to the twelve children in the front of the group. Tell these children that they are going to help out with the story. When you name the character that the child is holding, have the child stand up, hold the puppet up high, and answer your question with the words, "If you insist." Then, the child should sit down.

Materials Needed: 15 paper plates craft sticks felt-tipped markers masking tape

Trace the outline of each animal in the story onto a paper plate. Number the back of the puppets in the order of their appearance in the story. Using the markers, fill in the details of the animals. Use masking tape to attach a craft stick for a holder onto the bottom of the paper plate.

You will need the following puppets: (1) a yellow jacket. (2) a stag beetle. (3) a praying mantis, (4) a sparrow, (5) a lobster, (6) a skunk, (7) a boa constrictor, (8) a laughing hyena, (9) a gorilla, (10) a rhinoceros, (11) an elephant (which requires two paper plates glued together), and (12) a whale (which requires three plates glued together lengthwise).

OPTIONAL ACTIVITIES

Clay Ladybugs

Children can create their own ladybugs out of clay. After molding the basic shape of the ladybug, paint it red. Use a fast drying paint, so the project can be completed in one session. When the red paint is dry, use black paint to add details such as eyes, stripes, etc. If desired, coat the final produce with clear spray to make the ladybug shine.

Materials Needed: modeling clay red and black paint (quick-drying latex enamel)
paintbrushes old newspapers
clear acrylic spray (optional)

Bouncing Paper Ladybugs

Use red construction paper to cut out a body of a ladybug. Draw spots and other features on the ladybug with crayons or markers. Accordian fold the strips of black construction paper for the ladybug's legs. Attach legs to the body with glue, tape, or staples. Attach a string to the center of the ladybug's back.

Materials Needed: red and black construction paper crayons or markers
string Tape, glue, or staples

FIREFLIES

A SUMMER TREAT

Out of all the creepy-crawly, pesky, attacking bugs that invade our privacy in the summer, there is one insect that people genuinely love--the firefly. Fireflies don't crawl up our legs, fly in our ears and eyes, or bite us to make us itch. Instead they put on a spectacular light show every summer evening for free. Who hasn't marveled at their unending source of energy? Who hasn't danced in the dark w'h them, jar in hand, trying to catch some (but promising to let them free after a few moments of a private glow show)?

STORIES SHARED

Fireflies!
JULIE BRINCKLOE

Sam and the Firefly
P.D. EASTMAN

A Firefly Named Torchy
BERNARD WABER

RECITINGS

Blink, Blink, Firefly
(Sung to "Baa, Baa, Black Sheep")

Blink, blink firefly,
Have you light for me?
Yes sir, yes sir,
Enough to help you see.
I'll blink on for you,
We can play some hide and seek,
But promise not to catch me
In a jar--I'll get too weak.
Blink, blink, firefly.
Let's have some fun tonight,
I promise not to catch you,
And things will be all right.

Hush, Little Firefly
(Sung to "Hush, Little Baby")

Hush, little firefly, don't you cry,
I'm not going to catch you, no not I;
I know you love to fly so free,
And I just want to watch, you see.

The way you light up amazes me,
You have such strength but you're so tiny;
How do you do it, I wish I knew,
Then I could fly around the skies with you.

RECIPES

"Firefly" Jello

Have your child use his imagination and pretend the Jell-0 is the nighttime sky and the pineapple tidbits are the fireflies.

1. Sprinkle 2 packages of unflavored gelatin over 1 cup of grape juice in a small saucepan. Stir constantly over low heat until gelatin dissolves.
2. Remove pan from heat and add 3 cups more of grape juice.
3. Add 1 large can of unsweetened pineapple tidbits and stir. Lemon peel may also be used.
4. Pour into a mold or bowl. Refrigerate to set. Makes 8 servings.

FIREFLIES

"Firefly" Peanut Clusters

1. Mix 1 cup sugar, 1/4 cup margarine, and 1/3 cup evaporated milk in a saucepan. Bring to a rolling boil and boil for 3 minutes, stirring frequently.
2. Remove from heat and stir in 1/4 cup crunchy peanut butter and 1/2 teaspoon vanilla.
3. Fold in 1 cup uncooked rolled oats and 1/2 cup Spanish peanuts.
4. Drop by tablespoons onto waxed paper on a baking sheet.
5. Let stand until set. Refrigerate.

ACTIVITIES

"Bug" Houses"

Here are several ways to make little "bug houses" for your child to use to examine his insect findings whether they are fireflies or other insects.

1. The simplest--take a wide-mouth jar of any size, punch a few holes in the lid for air.

2. Cut a square hole in the side of a quart or half-gallon milk carton. Tape a piece of nylon net or plastic screening over the hole to make a window for viewing your insects. Put the insects in from the top. Use a paper clip to secure the top edges and to keep the bugs inside until it's time to free them.

3. Long boxes such as the ones spaghetti and lasagna come in, with cellophane windows, can serve as temporary shelters for grasshoppers or caterpillars.

Bug Identification

Draw or cut from magazines pictures of various bugs-spiders, bees, flies, mosquitoes, ants whatever you find. Take the pictures outside with you and your child and go on a "treasure hunt" to see if you can find creatures that match your pictures.

Bug Square

Find a sandy, muddy or moist part of the yard where you can section off a square either by drawing it in the dirt with a stick or marking it off with sticks laid along its edges. Take a magnifying glass and study the ground in this section for several minutes to see what's alive in there. You will be amazed at how much you see. If the spot you have chosen isn't very busy, move to another location. You might also like to do this with spider webs. Find one and observe it closely with a magnifying glass.

Feely Bugs

Cut a large bug shape out of oaktag. Have your child cut various materials and glue them to the bug to make it a true feely bug. Have available such things as yarn, felt, cotton, carpet samples, and discarded fur.

CRAFTS

Waterlens

To observe water bugs, make this handy piece of equipment.

Take a large plastic pail and cut the bottom out of it. Stretch a piece of plastic wrap loosely over the top of the pail and fasten it with a rubber band. Have the child place the end with the plastic wrap into the water. As they look through the cut-off bottom-end, they should be able to see what's going on under the water.

Waterscope

Using the same materials you can also make a waterscope that will be fun to observe things through.

Take a large plastic pail and cut two or three holes in the sides of the pail. Then stretch some plastic wrap loosely over the top of the pail and fasten it with a rubber band. Fill the top cavity with water. Have your child hold objects that she wishes to examine inside the holes you made, under the plastic wrap, and study them.

ANT RANCH

Ants are fascinating little creatures. They are fun to watch. The next time you find a trail of the little creatures entering you house, make an ant ranch and invite them in.

Materials

Large glass jar with a screw-on lid
Smaller jar with a lid or crushed aluminum foil ball
Pantyhose, rubber band, sandy soil, hammer and nail.

Punch some holes in the jar lid with the nail and hammer, so the ants will have air to breathe.

Put the smaller jar or a clump of wadded, used aluminum foil into the larger jar. Fill the area around the aluminum foil ball with soft sand or soil. Put a few drops of water on the soil. Ants need water to drink, so be sure the soil doesn't dry out.

Add the ants. Be sure to get all your ants from the same place. If you get ants from differrent groups, they will kill each other.

Screw the lid on, and to keep the ants from escaping, fasten a piece of pantyhose over the lid with a rubber band.

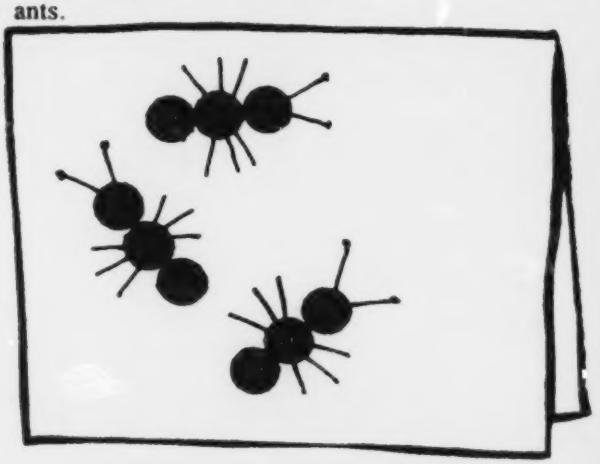
Feed the ants one crumb of cornflake or a couple of grains of sugar.

When you are done studying your ant guests return them to where you found them.

CRAFTS

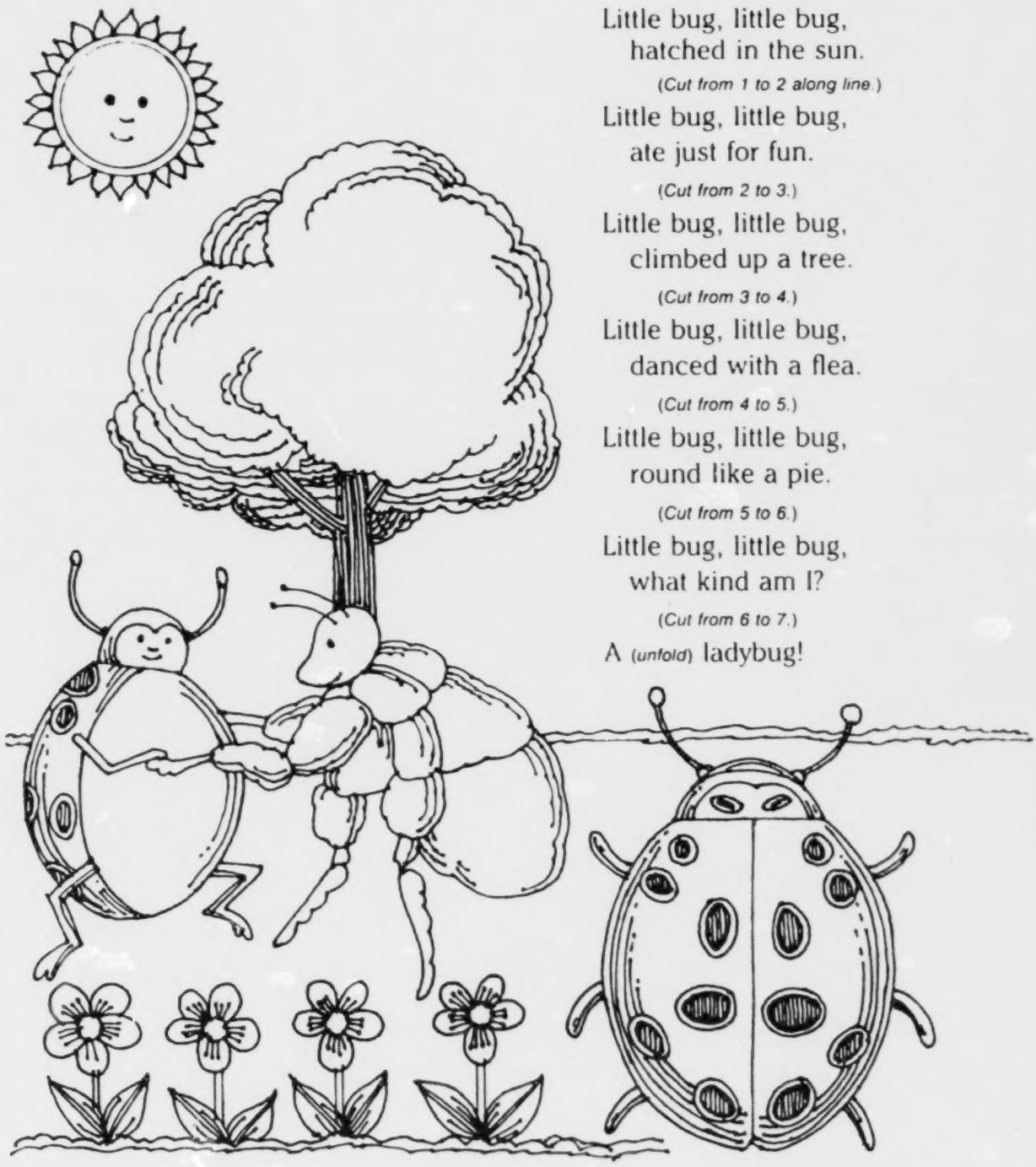
Make some ant prints to decorate notepaper or for cartoons.

Use a black inked stamp pad and press your fingertips into the ink, then press your fingerprints onto the paper to create ant bodies. Draw the legs and antennae with a black pen. If you want to print with black paint, use the eraser end of a pencil to print the bodies of the ants.

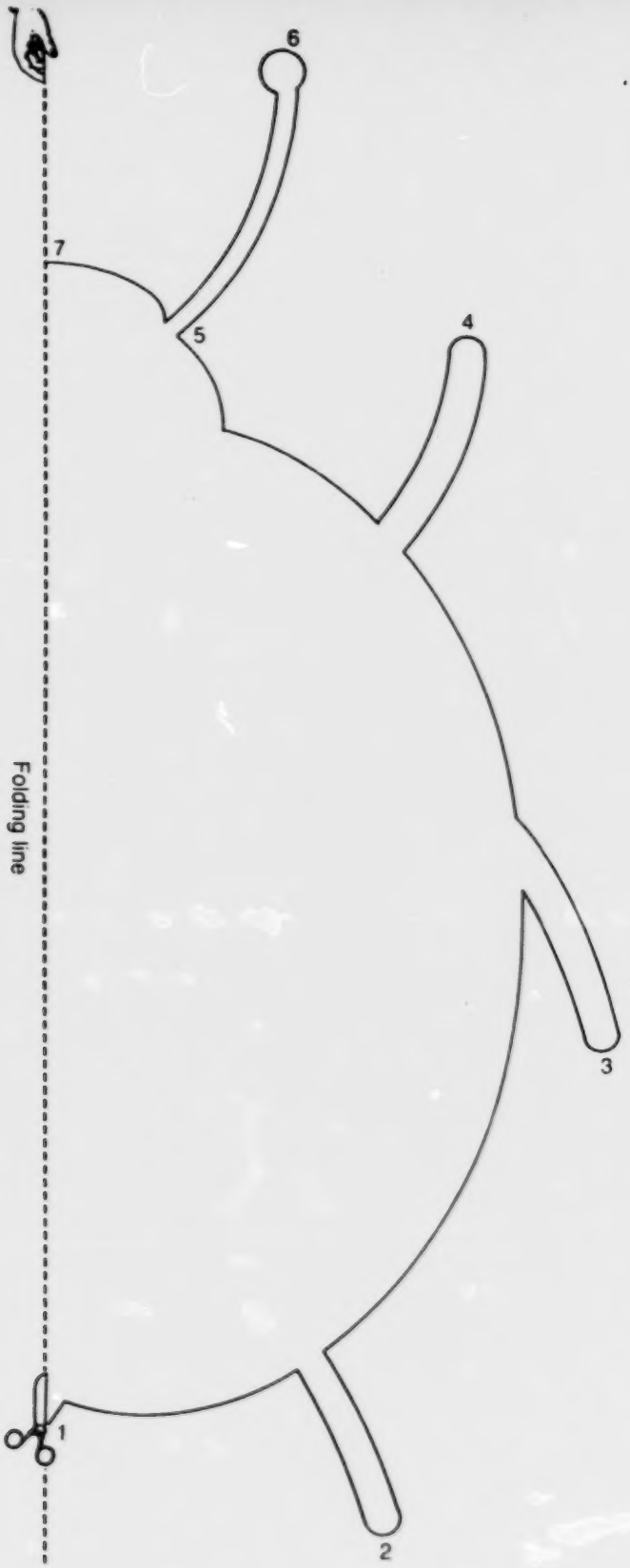


You will need scissors and one 8½" × 11" sheet of orange paper. Trace the folding and cutting lines from the pattern. Fold the paper along the folding line.

Little Bug, Little Bug



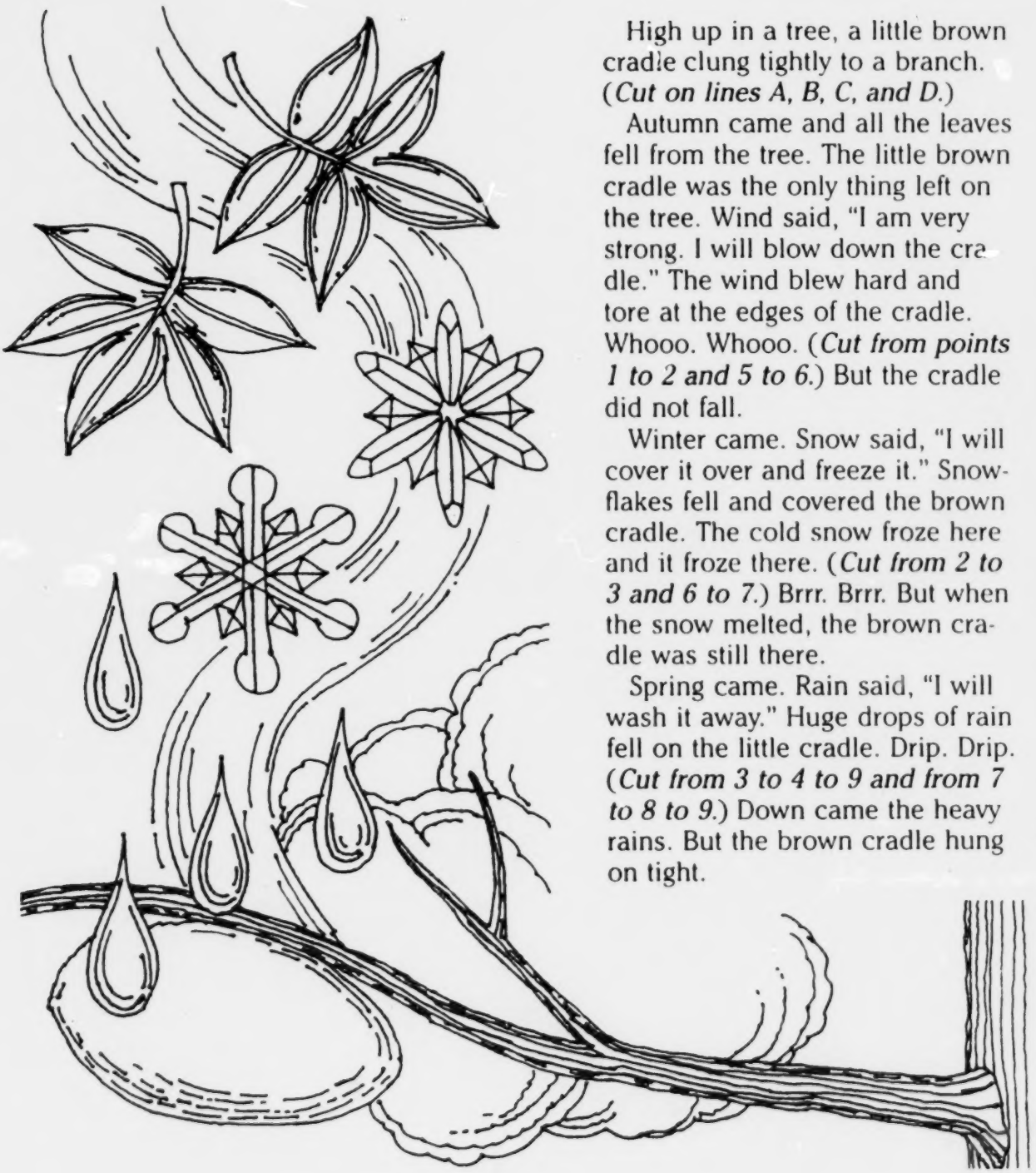
Little bug, little bug,
hatched in the sun.
(Cut from 1 to 2 along line.)
Little bug, little bug,
ate just for fun.
(Cut from 2 to 3.)
Little bug, little bug,
climbed up a tree.
(Cut from 3 to 4.)
Little bug, little bug,
danced with a flea.
(Cut from 4 to 5.)
Little bug, little bug,
round like a pie.
(Cut from 5 to 6.)
Little bug, little bug,
what kind am I?
(Cut from 6 to 7.)
A *(unfold)* ladybug!



Paper Stories © 1984 David S. Lake Publishers

You will need scissors and one 8½" × 11" sheet of brown paper. Trace the folding and cutting lines from the pattern. Fold the paper on the folding line.

The Little Brown Cradle



High up in a tree, a little brown cradle clung tightly to a branch. (*Cut on lines A, B, C, and D.*)

Autumn came and all the leaves fell from the tree. The little brown cradle was the only thing left on the tree. Wind said, "I am very strong. I will blow down the cradle." The wind blew hard and tore at the edges of the cradle. Whooo. Whooo. (*Cut from points 1 to 2 and 5 to 6.*) But the cradle did not fall.

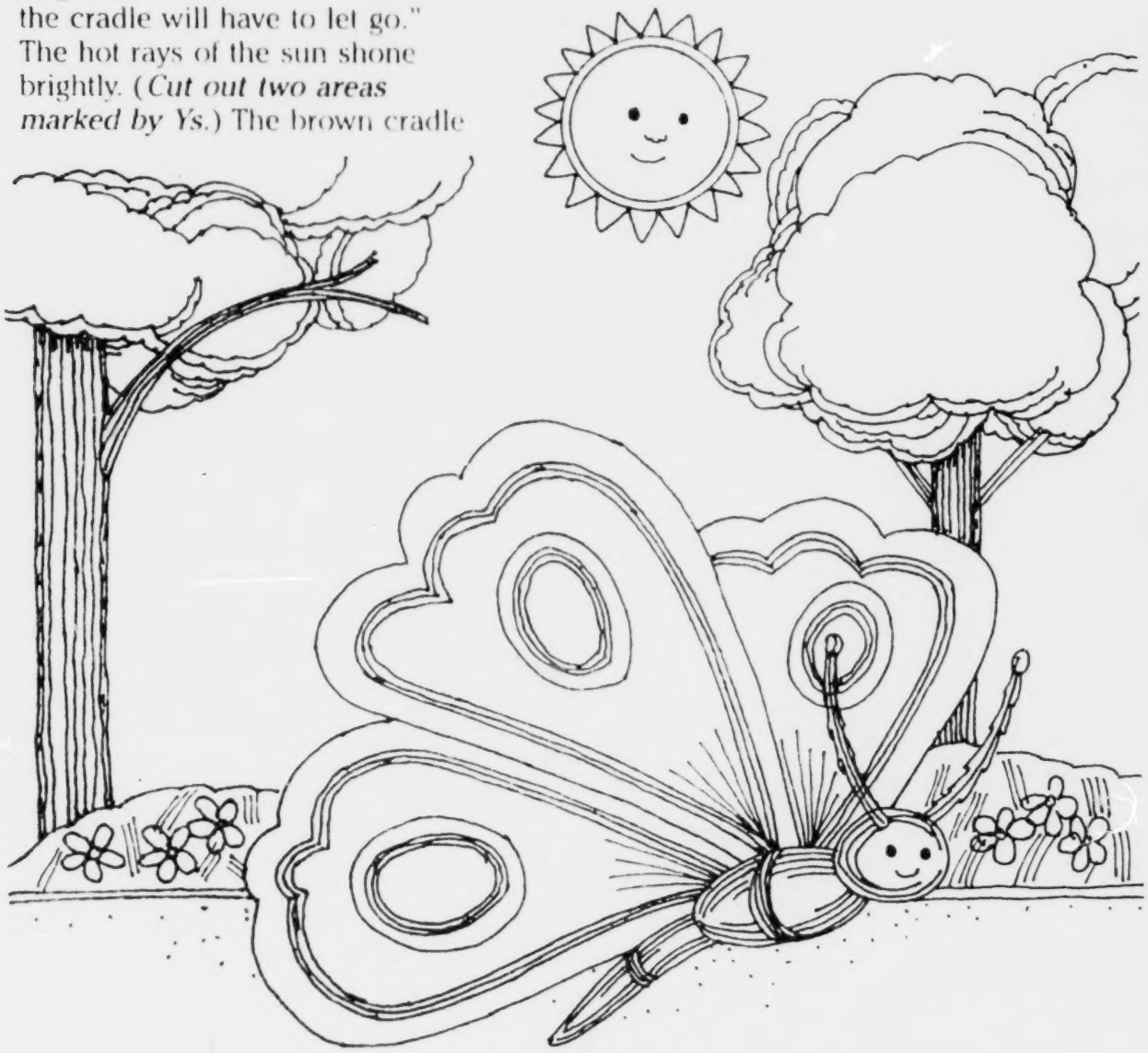
Winter came. Snow said, "I will cover it over and freeze it." Snowflakes fell and covered the brown cradle. The cold snow froze here and it froze there. (*Cut from 2 to 3 and 6 to 7.*) Brrr. Brrr. But when the snow melted, the brown cradle was still there.

Spring came. Rain said, "I will wash it away." Huge drops of rain fell on the little cradle. Drip. Drip. (*Cut from 3 to 4 to 9 and from 7 to 8 to 9.*) Down came the heavy rains. But the brown cradle hung on tight.

Hail said, "I will beat down on it, and surely it will fall." Large hailstones fell and made several holes in the cradle. There was one hole here and another one there. (***Cut out the two areas marked by Xs.***) Ping. Ping. But even hail couldn't knock down the cradle.

Sun said, "I will shine my brightest. It will be so warm that the cradle will have to let go." The hot rays of the sun shone brightly. (*Cut out two areas marked by Ys.*) The brown cradle got warmer and warmer. The sun was very hot. (*Cut out other two areas marked by Ys.*) The brown cradle got so warm that it split open. (*Unfold paper slightly.*) Out flew a beautiful brown (*unfold*) moth.

When summer comes, the moth will fly away and lay an egg for another brown cradle.



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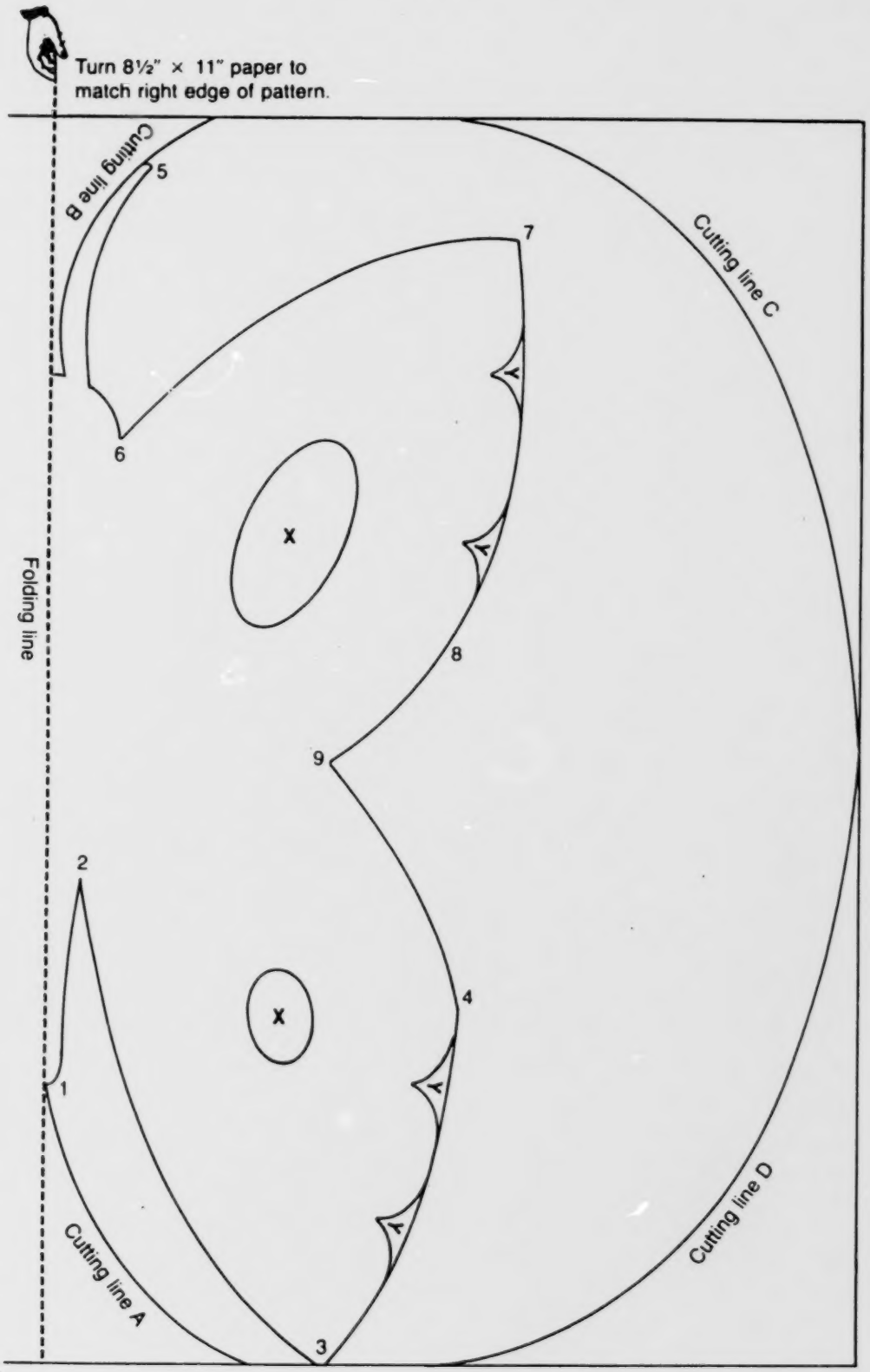


Paper Stories © 1984 David S. Lake Publishers

SOUNDS

STORIES SHARED

Moo,Baa, La, La, La
SANDRA BOYNTON

Goodnight Owl
PAT HUTCHINS

What do the Animals Say?
RACE SKAAR

MORE STORIES TO SHARE AT HOME

Pigs Say Oink
MARTHA G. ALEXANDER

Buzz, Buzz, Buzz
BYRON BARTON

Fee Fi Fo Fum
RAYMOND BRIGGS

Indoor Noisy Book
MARGARET WISE BROWN

SHHhhh...Bang!
A Whispering Book
MARGARET WISE BROWN

Hullabaloo A B C
BEVERLY CLEARY

What's That Noise?
LOIS KAUFFMAN

All Sizes of Noises
KARLA KUSKIN

Roar and More
KARLA KUSKIN

I Hear
LUCILLE OGLE

Old MacDonald Had a Farm

Morning
MARIA POLUSHKIN

Who Said "Meow?"
MARIA POLUSHKIN

Gobble! Growl! Grunt!
PETER SPIER

RHYTHMS, RHYMES, AND FINGERPLAYS

Boom! Bang!

Boom, bang, boom, bang!	(beat one fist in other palm)
Rumpety, lumpety, bump!	(slap hands on knees)
Zoom, zam, zoom, zam!	(shoot hands across front of body)
Clippety, clappety, clump!	(nod head from side to side)
Rustles and bustles	(hug hands to shoulders)
And swishes and zings.	(lean side to side)
What wonderful noises	(throw hands over head)
A thunderstorm brings!!	(clap hands together)

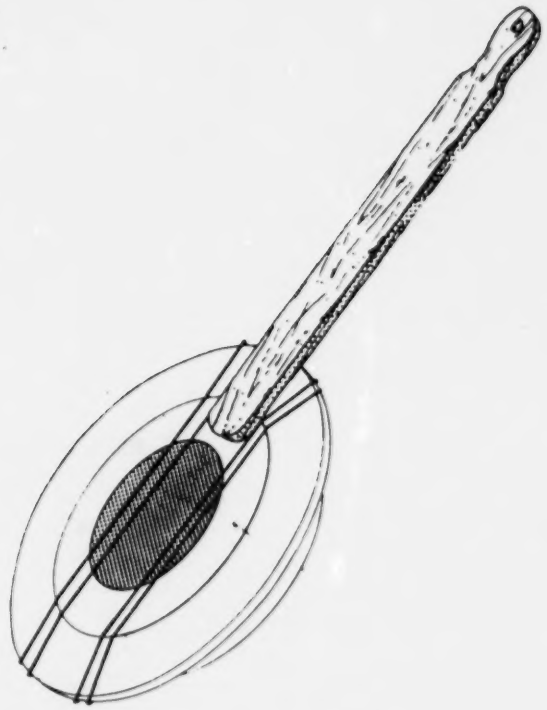
FOLLOW-UP-IDEAS

Talk about:

1. Close your eyes and listen. What sounds do you hear? Cars? Horns? Running Water? Radio or television? What else?
2. Put your fingers on your throat when singing or talking. Do you feel your throat tingle?
3. While talking, gently pat your chest or your mouth to make the sound change. Can you do that while singing?
4. Put different-sized items in small covered containers and shake. Does macaroni sound different from raisins? cereal?
5. Practice talking in a loud voice...now a normal voice...now a whisper. Can you be perfectly still? Can you hear other sounds when you are still?

SOUNDS

CRAFT



Paper Plate Banjo

You will need: two paper plates
a paint stirrer
four rubber bands
scissors
glue

Cut a hole in the middle of one plate. Glue the rims of the plates together with the insides facing. Let dry. Glue the paint stirrer to the plate with the hole (but not covering the hole). After the glue dries, stretch the rubber bands to prevent their sliding off plate. Strum gently to make music!

BIRDS

ACTIVITIES

Introduce the children and families to the field guides available in the library.

Pin The Beak On The Bird

Match up the birds and their correct beak by pinning the beak on the bird. Realize that each bird has a beak that is well adapted to its food and feeding habits.

Have the children use field guides for examples to model as they draw and color large pictures of birds, paying careful attention to the detail of each bird's beak. Have them draw all birds in a standard size. Next have them carefully cut the beak off each bird along the line where it joins the face. Tape or pin all of the birds' bodies on a wall and carefully mix the beaks up in a paper bag. Have the children take turns picking a beak out of the bag and pinning it onto the correct bird on the wall.

Bird Watching (older children)

Go bird-watching to discover and learn about some of the common birds living in your neighborhood. Monitor local bird populations.

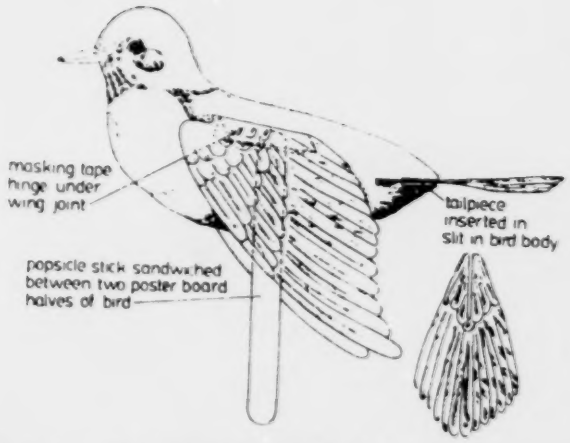
Experience the fun of identifying and learning about which birds are living in your neighborhood. Understand that each bird in the field looks and lives like it does because of its adaptations for survival.

Have the children identify bird songs, and varieties of birds they see and hear. Introduce them to the art of keeping a "nature diary" or journal.

Create a dark silhouette of a bird predator and stick it on a window to prevent other birds from crashing into the glass.

Birds To Fly

Make two identical birds using poster board. Have the children follow these steps: Choose a specific bird to make by looking at bird pictures. Cut out the two halves of the bird and tailpiece from the poster board that is the same color as the bird you are making. Or you can color the poster board with crayons. Sandwich the popsicle stick in between the halves, sticking out of the bird's lower breast. Attach the stick with tape and glue. Glue the two halves of the bird together. Color in the details of your bird. Make the wings out of poster board and glue or tape a piece of heavy cardboard onto the tip of each wing. This extra weight creates a better flapping motion. Hinge the wings onto the body with a piece of masking tape. Cut matching slits in the tail and rear body and slip the tail on. Have the children move the bird up and down to flap the wings.


masking tape hinge under wing joint
tailpiece inserted in slit in bird body
popsicle stick sandwiched between two poster board halves of bird

Birds' Nests

Go for a walk with paper bags to collect things a bird might use to make a nest, such as twigs, leaves, pieces of string. After the walk have your child fold down the sides of the bag to form the "nest." The set the bag outside so birds can really use the contents for nest building.

Baby Birds In Nests

Have the children glue on small cotton ball to the inside of one cup cut from an egg carton. Decorate this "baby bird" with a triangular beak cut from orange construction paper and two plastic moving eyes.

Illustration and Birds to Fly reprinted with permission. Caduto, Michael. Keepers of the Animals. Fulcrum Publishing.

RECITINGS

BIRD'S EYE VIEW

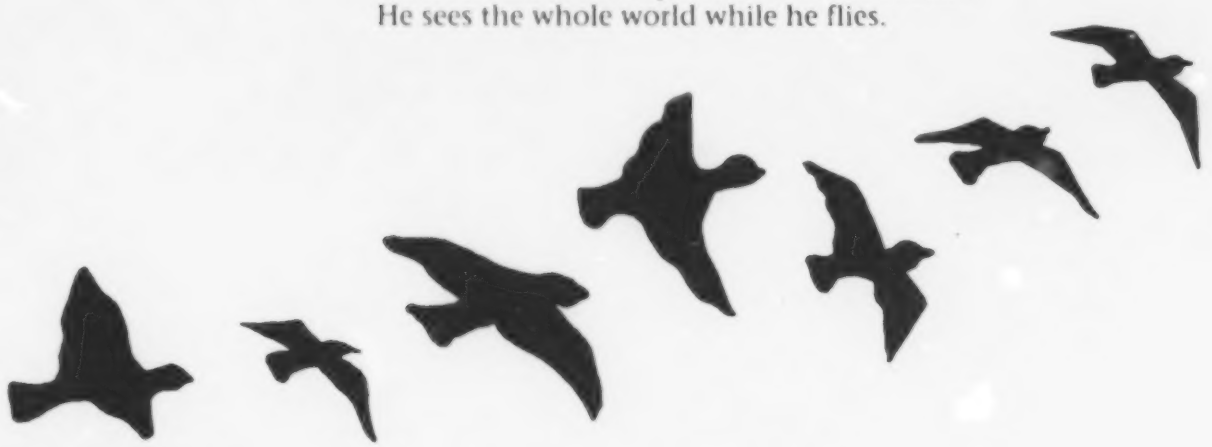
(Sung to "He's Got The Whole World In His Hands")

He sees the whole world while he flies.
He sees the whole wide world while he flies.
He sees the whole world while he flies.
He sees the whole world while he flies.

He sees the grasses and the trees while he flies.
He sees the butterflies and bees while he flies.
He sees the oceans and the seas while he flies.
He sees the whole world while he flies.

He sees the people walking while he flies.
He sees the children talking while he flies.
He sees the animals stalking while he flies.
He sees the whole world while he flies.

He sees the cities and towns while he flies.
He sees the buildings all around while he flies.
He sees the cars drive up and down while he flies.
He sees the whole world while he flies.



BIRD IN FLIGHT

(Sung to "Over the River and Through the Woods")

Over the river and through the woods,
The mommy bird flies so free;
She's looking for food,
To serve to her brood,
Of babies, one, two, three.

Over the river and through the woods,
In search of worms and seeds;
No time to play on this busy day,
With so many mouths to feed.

Jug Bird Feeder

Materials

- Gallon plastic jug
- Wire, string, or leather strip, 12" long
- Stick or dowel, about 12" long
- Scissors and nail

Cut away the sides and top of the jug, leaving a base of about 1 1/2".

Poke 2 holes in the plastic with the nail, using scissors or a knife to enlarge the hole if needed. Push the stick through the holes, so it pokes out both sides to give the birds a perch.

Poke 2 holes through the top and insert the wire or string.

Use the scissors to cut away the carton as shown. Insert the stick in the bottom portion, letting it make a perch on 2 sides for birds to sit on as they dig through the seeds.

Cut or punch a hole to insert the string for hanging.

Carlson, Laurie. EcoArt. Williamson .1990.

GARDENS

STORIES SHARED

The Carrot Seed
RUTH KRAUSS

The Little Red Hen and the Grain of Wheat

The Great Big Enormous Turnip
ALEKSEI TOLSTOY

MORE STORIES TO SHARE AT HOME

In the Garden
EUGENE BOOTH

The Tiny Seed
ERIC CARLE

Mushroom in the Rain
MIRRA GINSBURG

Who Goes There in My Garden?
ETHEL COLLIER

Titch
PAT HUTCHINS

The Seed That Peacock Planted
JULIET KEPES

Buzzy Bear in the Garden
DOROTHY MARINO

Focketful of Posies
MOTHER GOOSE

A Zoo in My Garden
CHIUOKO NAKATANI

How My Garden Grew
ANNE F. ROCKWELL

Compost Heap
HAROLD ROCKWELL

Time for Flowers
MARK TAYLOR

In My Garden
CHARLOTTE ZOLOTOW

RHYTHMS, RHYMES, AND FINGERPLAYS

I Dig, Dig, Dig

I dig, dig, dig,	(digging motion)
And I plant some seeds	(planting motion)
I rake, rake, rake	(raking motion)
And I pull some weeds	(pulling motion)
I wait and watch	(hands on hips)
And soon I know,	(point to self)
My garden sprouts	(hands low, palms down)
And starts to grow.	(raise hands toward ceiling)

FOLLOW-UP IDEAS

Plant seeds from the fruits you eat, such as oranges, grapefruits, tangerines, or lemons. Rinse the seeds and blot them dry with a paper towel. Plant in a container filled with potting soil, labeling which pot is which. Put the pots in a warm place and water daily. When shoots begin to appear, move them to a sunny window, and keep the soil moist.

Make a sponge planter with a piece of natural (not man-made) sponge. Soak the sponge in water, then sprinkle with grass seed or birdseed. Hang with a string in a sunny window and soak the sponge every day. Soon it will be filled with lovely green plants.

Talk about things that grow in gardens while in the grocery store. The produce department is an ideal place to start with fresh vegetables and fruits, but also point out that some canned products also begin as seeds. Give each item a name as you pass it, building your child's vocabulary. If you don't know, ask the attendant. It's fun to learn new foods!

GARDENS

PROGRAM NOTES

Opening Routine

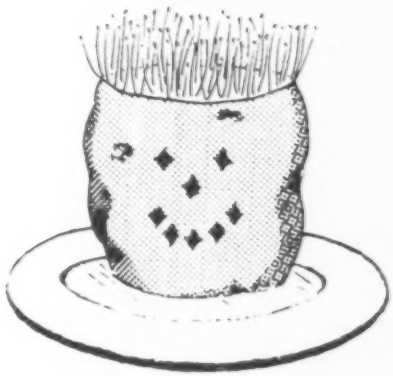
ST	Display book: *The Little Red Hen* (flannelboard story)
A	*"My Garden" fingerplay*
ST	Display book: *The Great Big Enormous Turnip* (glove puppet story). Have children make pulling motions during the story as characters try to pull up the turnip.
A	*"I Dig, Dig, Dig"* action rhyme
ST	Book: *The Carrot Seed*
CD	Puppet brings out Garden Box (with giant carrot inside). Act out *The Carrot Seed* using a toy rake and watering can. Children can pretend to plant the carrot seed, water it, rake it, and when it sprouts (leather duster inserted), help the storyteller to pull it up. As in *The Great Big Enormous Turnip*, the effort should involve several tries before it is successful. Leave time for them to look at and touch the carrot after it is "harvested."
QT	Parent and child look at books together.
G	Carrot seeds -- Needed: Purchased carrot seeds; small envelopes. Divide a packet of seeds into small, sealed envelopes. Staple a copy of instructions to each envelope. Keep a few out to put in a plastic bag so children can see how small they are. Stress that the envelope should not be opened until they get home so the seeds won't get lost. Have the puppet distribute seeds.

CRAFT

Funny Potato Face

You will need: 1 large raw potato — a knife and a tablespoon
cotton balls — a few whole cloves
grass seed or birdseed — a small dish of water

Scoop some of the pulp out of the top of the potato.
Moisten the cotton with water and place it in the hollow of the potato.
Slice off the bottom of the potato so it will stand by itself;
place in the dish of water. Let your child sprinkle the seed
over the cotton. Stick the cloves in the side of the potato to
make eyes, nose, and mouth. Keep the cotton moist and
in a few days the potato will sprout a wonderful head of green hair!



QUEEN ANNE'S LACE

(This activity can be adapted to almost any white flower.)

The storyteller should dress up in a crown and wrap an old lacy tablecloth or curtain around themselves to relate the following tale.

Good day to you. My name is Queen Anne and, as you can see, I love lace. Do you know what lace is ? (Most preschoolers do not.) See, this is lace. (Pass around a piece of lace.) One day I put forth a decree: that whoever could bring me the most beautiful flower would receive a garnet brooch. (Show a fake garnet brooch that you have made.) From far and wide came my subjects, all bringing flowers. They brought red flowers, yellow flowers, big flowers, small flowers - all kinds of flowers. But alas! Not one of them did I consider the most beautiful. Just as I was about to despair, a four- year-old child came up to me and bowed and said, "Queen Anne,here is a flower I found." And that child handed me this! (With a flourish, show a Queen Anne's lace flower.) "Oh, How lovely! How Exquisite!" I exclaimed. And that child received the garnet brooch. And each of you shall receive the most beautiful flower, named after me: Queen Anne's lace! See- some of the blossoms have a purple center. That is to remind you of the child who received the garnet, who found the most beautiful flower.

ACTIVITY

Become a Queen Anne's lace plant. Close your eyes. Plant your long taproot deep into the ground. Into the earth it grows - -past stones, past worms- - down, down, down. You are now deeply rooted. Slowly above the ground, the stalk goes up, up. Frilly leaves sprout. Up, up, up, you grow.

Lacy white flowers bloom from your finger tips, from your head. You open up the blossom wide and flat to feel the sun. Insects come to collect nectar. Oops! Here comes a rainstorm. You hang your blossoms down so you don't lose your pollen. The sun comes back and you lift your blossoms and sit and smile in the sun.

CRAFT

Press some flower blossoms in a flower press.. When they are dried, use them to make rubbings.

Pick some Queen Anne's lace, and place the stems in glasses of water to which food coloring has been added. After a day or two see the delicate pastel shades as these flowers "drink" the colored water.

Bowden, Marcia . Nature For the Very Young. John Wiuley and Sons. 1989

HUCKLEBERRIES

STORIES SHARED

Blueberries for Sal
ROBERT McCLOSKEY

The Blueberry Cake That Little Fox Baked
ANDREA DA RIF

The Blueberry Bears
ELEANOR LAPP

RECITINGS

Huckleberry Picking

Have you ever gone huckleberry picking
On a warm sweet August day?
You say you've not? Two pails I've got --
Take one and join me today!

Just wait till you see the huckleberries,
So plump and purplish blue.
I bet you'll want to eat every one
You pick--it's hard not to!

Just wait till you taste the huckleberries,
Fresh and juicy and sweet.
Then and only then you'll know
Why picking them is such a treat.

Here We Go 'Round the Huckleberry Bush
(Sung to *"Here We Go 'Round the Mulberry Bush"*)

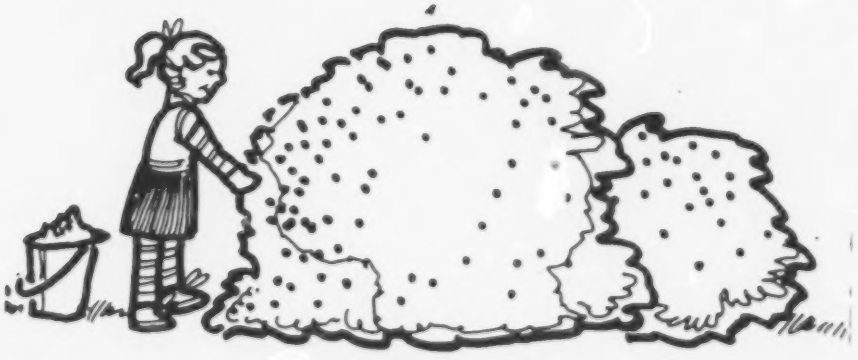
Here we go 'round the huckleberry bush,
The huckleberry bush, the huckleberry bush
Here we go 'round the huckleberry bush,
Picking yummy berries.

Berries to make some huckleberry pies,
huckleberry pies, huckleberry pies--
Huckleberries to make some huckleberry pies,
To share for you and me.

Berries to make some huckleberry cakes,
Huckleberry cakes, huckleberry cakes--
Berries to make some huckleberry cakes,
Such fun to mix and bake.

Berries to make some huckleberry jam,
Huckleberry jam, huckleberry jam--
Berries to make some huckleberry jam,
And see how proud I am!

(Add other verses for other huckleberry treats you make.)



HUCKLEBERRIES

FOLLOW-UP IDEAS

Huckleberry Picking
(any berry will work)

If at all possible, go huckleberry picking together. Even if you only last for half an hour and pick only half a pound of berries it'll be worth the time.

If you are unable to go huckleberry picking, plan a pretend picking, using peanuts as you would for an Easter egg hunt, give each person a pail for his "pickings," and begin.

Huckleberry Artwork

Huckleberries are certainly good for eating, but since they are such perfect little spheres, why not have your childern create with them first--then they can munch their creation if they so desire!

1. Use toothpicks to stack the huckleberries or to make huckleberry people and animals.
2. Use an orange as a certerpiece--cut off a bottom slice to balance it--then stick huckleberry-filled toothpicks in the orange to make various designs.
3. Make an edible glue of confectioner's sugar and milk or use peanut butter as glue and then create pictures and/or sculptures on a paper plate.
4. Give the children about 25 huckleberries and a paper plate. Ask the children to create a huckleberry picture. It could be something as simple as a circle or as complex as a huckleberry forest.
5. Give the children the same number of huckleberries as you have for yourself and a paper plate. Make a design on your plate and have the children duplicate the design. Then let her be the originator, if she wants.

Huckleberry Prints

You've made thumbprints with your child using ink before. Try making huckleberry prints for fun. Merely take some overripe berries, put them on a white paper plate, and squash them. The juice from the berry will leave a stain in a very artistic way. The children can arrange the huckleberry "stains" ahead of time to make a certain design, or once the "stains" have been made, they can draw on additional features with a felt-tip marker to complete their huckleberry print pictures.

HUCKLEBERRIES

RECIPES

Huckleberry Jam

Undoubtedly you'll have no trouble finding recipes in which to use your huckleberries. There are recipes for huckleberry muffins, tarts, pies, cream pies, cakes, buckles, breads ...and the list goes on. This recipe for Huckleberry Jam was chosen because it is simple and quick yet exciting for kids to make and yummy to eat in a peanut butter sandwich or on pancakes.

1. Wash and mash 1 1/2 quarts of huckleberries.
2. Measure 4 1/2 cups of the mashed huckleberries into a large saucepan.
3. Squeeze the juice from 1 medium lemon and measure 2 tablespoons into the saucepan with the huckleberries.
4. Add 7 cups of sugar. Stir to mix well. Then boil hard for 1 minute, stirring constantly.
5. Remove from heat and stir in 1 bottle of Certo.
6. Skim off foam with a metal spoon. Continue stirring and skimming for about 5 minutes to prevent the fruit from settling at the top.
7. Ladle into sterilized jars and cover immediately with 1/8-inch hot paraffin.

Huckleberry Lemon Muffins

This recipe was chosen because it is so-o-o good!

1. Preheat oven to 400 degrees.
2. Sift 1 3/4 cup flour, 1/4 cup sugar, 2 teaspoons baking powder, and 1/2 teaspoon salt into a mixing bowl. Make a well in the center.
3. Combine 3/4 cup milk, 1 well-beaten egg, and 1/3 cup oil. All at once add to the dry ingredients. Stir quickly, just until dry ingredients are moistened.
4. Toss together 1 cup huckleberries, 1 teaspoon sugar, and 2 teaspoon grated lemon peel. Gently stir into batter.
5. Fill greased muffin tins 2/3 full.
6. Bake for 25 minutes. Makes 12 regular-sized muffins or 24 miniature ones.

RAIN

STORIES SHARED

Rainbow of My Own
DON FREEMAN

Mushroom in the Rain
MIRRA GINSBURG

MORE STORIES TO SHARE AT HOME

My Red Umbrella
ROBERT BRIGHT

Dandelion
DON FREEMAN

Letter to Amy
EZRA JACK KEATS

The Little Girl and the Rain
MILENA LUKESOVA

Rain Drop Splash
ALVIN TRESSELT

Mr. Gumpy's Motor Car
JOHN BURNINGHAM

Umbrella
JUN IWAMATSU

James and the Rain
KARLA KUSKIN

One Misty Morning
MOTHER GOOSE

Caught in the Rain
BEATRIZ FERRO

Rain
ROBERT KALAN

When It Rains
MARY DEBALL KWITZ

Peter Spier's Rain
PETER SPIER

RHYTHMS, RHYMES, AND FINGERPLAYS

Rain

Rain on the green grass.	(wave hands low)
Rain on the tree.	(wave hands high)
Rain on the housetop.	(hands form point over head like roof)
But not on me!	(point to self)

Eency Weency Spider

Eency-weency spider went up the water spout	(wiggle fingers upward in front of body)
Down came the rain and washed the spider out.	(sweep arms, down and to one side)
Out came the sun and dried up all the rain.	(arms form circle over head)
And the eency weency spider went up the spout again.	(wiggle Fingers upward again)

RAIN

PROGRAM NOTES

Opening Routine	Play *"Raindrops Keep Falling On My Head"* or *"Singing In the Rain"* to attract children to story area.
Sign	"Rain" --Place hands at shoulder level, palms facing out, fingers curved. Bend hands at wrist twice (indicating rain falling).
ST	Display book: *Mushroom in the Rain*. Using a real umbrella and stuffed animals or puppets, tell the story and open the unbrella a little at a time. Afterward let each child come out and sit under the umbrella.
ST	Book: *Rainbow of My Own*
A	"Rain" fingerplay
QT	Parent and child look at books together.
G	Rainbows of their own.
Closing Routine	Exit storyspace with rainbows flying high above heads.

Rainy Day Drip Paintings

Materials

Butcher paper

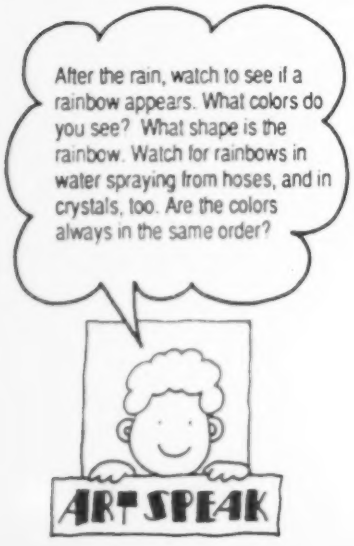
Powdered tempera, several colors

Shaker dispensers for the paint (Old salt shakers or spice containers work very well. You will need one for each color of powdered paint.)

When the weather forecast is "light rain on the way," prepare for a rain painting. Work outside before the rain begins. Spread out a large sheet of paper, using stones or something heavy to weight down the paper's edges.

Fill the shaker dispensers with powdered paint. Sprinkle the powdered tempera randomly over the paper. As it rains, the raindrops will mix and blend the paint colors. After a few minutes, go out and discover what designs the rain has made for you. Bring in the wet painting and let dry on layers of old newspapers. You have a real "watercolor," created by a very famous artist — nature, herself!

Another way to do a rain painting, is to leave the paper outside to become wet. Once the drizzling stops, go outside with the shakers and sprinkle a design on the wet paper. Carefully, carry it inside to dry on newspaper. Which kind of rain painting do you like best?


After the rain, watch to see if a rainbow appears. What colors do you see? What shape is the rainbow. Watch for rainbows in water spraying from hoses, and in crystals, too. Are the colors always in the same order?
ART SPEAK

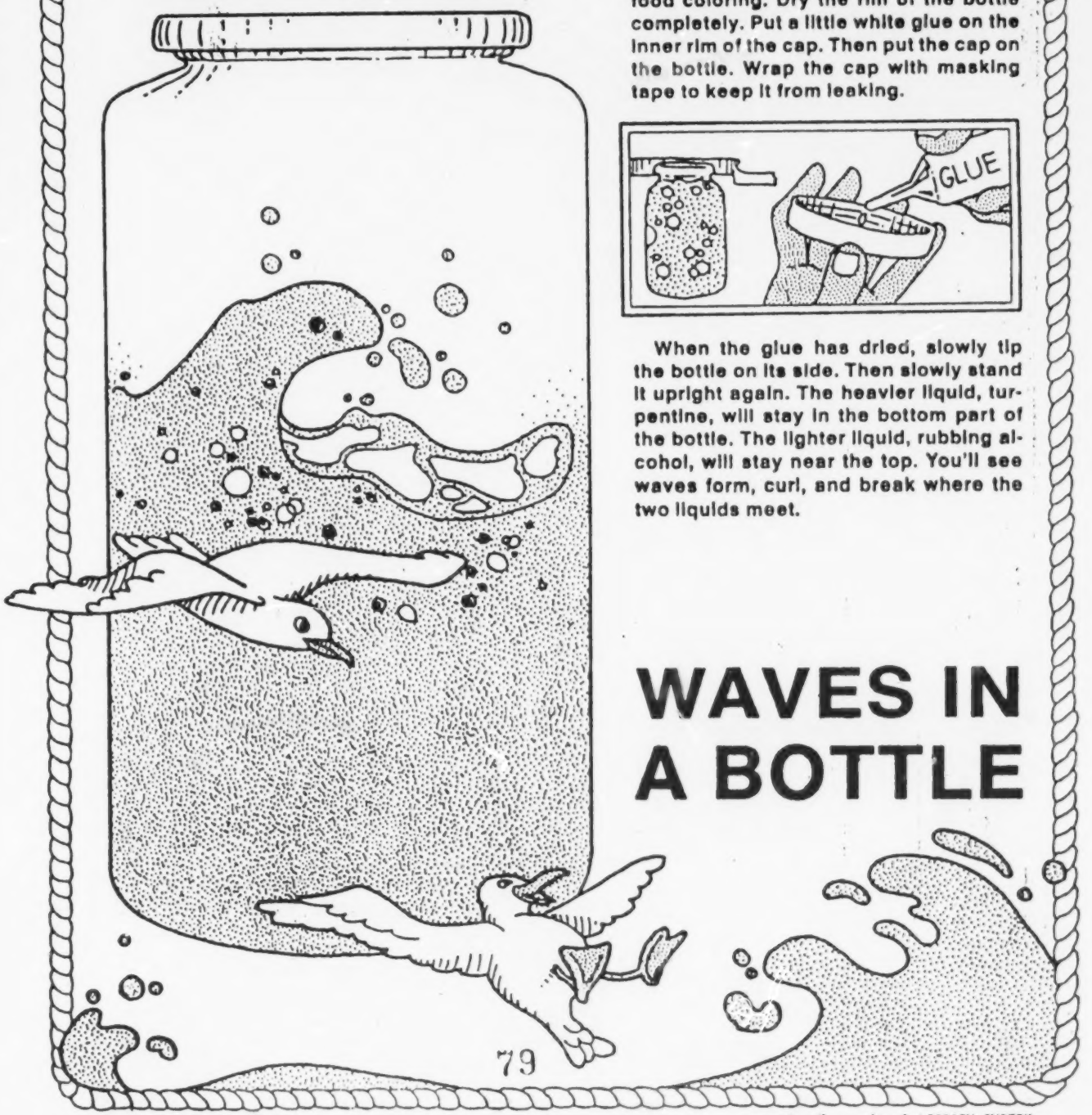
Carlson, Laurie. EcoArt. Williamson .1990.

WAVES IN A BOTTLE

You can make waves in a bottle. Choose a clear, clean glass container. Mayonnaise jars or small soda bottles with screw-on caps work well.

Ask your parents if you can have some rubbing alcohol and turpentine. Put your jar or bottle in the sink, in case of a spill. Using a funnel, pour equal amounts of rubbing alcohol and turpentine into the bottle until it is full. Add a few drops of blue food coloring. Dry the rim of the bottle completely. Put a little white glue on the inner rim of the cap. Then put the cap on the bottle. Wrap the cap with masking tape to keep it from leaking.

When the glue has dried, slowly tip the bottle on its side. Then slowly stand it upright again. The heavier liquid, turpentine, will stay in the bottom part of the bottle. The lighter liquid, rubbing alcohol, will stay near the top. You'll see waves form, curl, and break where the two liquids meet.



panhandle regional LIBRARY SYSTEM

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SOLAR ART

Materials
weeds, leaves, berries, flowers-- whatever you can gather

Studio proof paper and fixes (buy at a photography supply store)

water

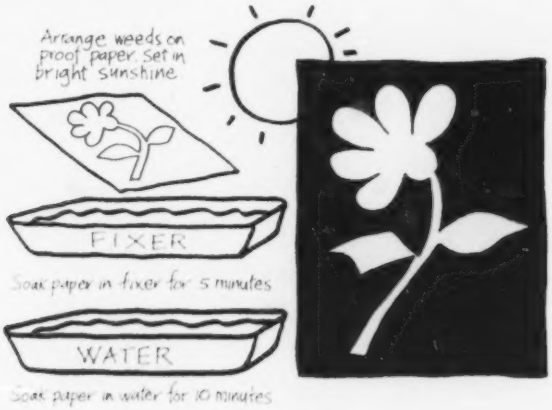
2 dishpans or square cake pans

Capture nature's beauty by using the environment. This special kind of photography uses light from the sun to create shadow pictures. Select weeds and leaves with different shapes and feathery edges.

On a sunny day, arrange an assortment of your weeds, thistles, and berries on a piece of studio proof paper and put it in bright sunlight. The plants will block the sun's rays, causing the paper under them to remain light colored, while the exposed paper turns a dark purple.

Grownups need to prepare the fixer (it's poisonous) in one of the pans. Fill the other pan with water. Remove the plants and set the paper in the pan of fixer for five minutes. Take it out of the fixer bath and set the paper in the pan of water for ten minutes.

When the prints are done, lay them on newspapers to dry. Your nature prints will look nice when matted and hung on the wall, or glue to folded construction paper to make greeting cards.


Arrange weeds on proof paper. Set in bright sunshine
FIXER
Soak paper in fixer for 5 minutes
WATER
Soak paper in water for 10 minutes

Reprinted with Permission. Carlson, Laurie, EcoArt Williamson Publishing.1993.

WIND

STORIES SHARED

The Wind Blew
PAT HUTCHINS

Who Took the Farmer's Hat?
JOAN I. NODSET

MORE STORIES TO SHARE AT HOME

In the Air
EUGENE BOOTH

When the Wind Blew
JEAN DE LA FONTAINE

Up There a Baby Bear Book
ERIC HILL

Little Mother Goose

I See the Winds
KAZUE MIZUMURA

Curious George Flies a Kite
MARGARET REY

March Wind
INEZ RICE

Great Big Air Book
RICHARD SCARRY

Follow the Wind
ALVIN TRESSELT

When the Wind Stops
CHARLOTTE ZOLOTOW

RHYTHMS, RHYMES, AND FINGERPLAYS

Wind Tricks

The wind is full of tricks today (shake index finger)
He blew my daddy's hat away (hand on head)
He chased our paper down the street (reach down, to one side)
And almost blew us off our feet (jump up and down)
He makes the trees and bushes dance (wave arms)
Just listen to him howl and prance (cup hand to ear)
Whoooooooooo-oooooooooo

Five Winds

(hold up fingers one at a time with each verse)

This little wind blows rain.
This little wind drifts snow.
This little wind whistles a tune. (whistle)
This little wind whispers low. (whisper)
And this little wind rocks baby birds
To and fro, to and fro, to and fro. (hands together, rock back and forth)

WIND

FOLLOW-UP IDEAS

Make a homemade fan by pleating a piece of paper. Secure the bottom with tape. Now you can make your own wind. Observe the weather each day and talk about the changes. "Yesterday was sunny, but today it is raining." but today it is raining." Mark on the calendar with crayons or stickers: sunny, rainy, snowy, cloudy, windy days.

To help your child understand that air is all around us, point out birds flying, put your hand close to a furnace vent, walk against the wind, blow bubbles, or drop confetti from your hand.

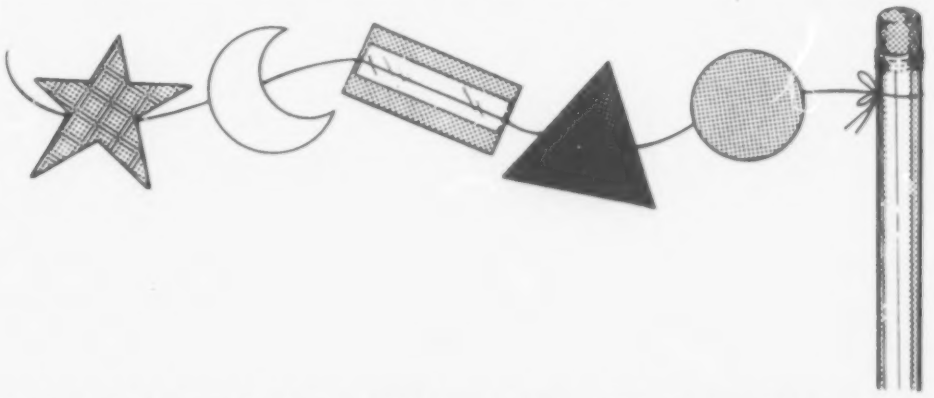
CRAFT

A Shape Kite

You will need: construction paper in bright colors a small stick or unsharpened pencil
string scissors tape

Cut a circle, a triangle, a rectangle, a star, and a crescent shape from the construction paper, keeping them all about the same size. Lay the shapes in a line on a flat surface leaving one inch between them.

Tie one end of the string to the stick and lay the stick down in front of the line of shapes, leaving one inch between the stick and the first shape. Stretch the string across the shapes and tape it securely to the back of each one.



When you take the shape kite outside, the wind will blow the shapes. If there is no wind, hold the stick up high and walk or run with it. The shape kite will float above you like a banner.

By cutting shapes out of plastic margarine lids and painting them, you can create a wind indicator to attach outside. Punch holes on opposite edges of each shape and assemble in a line by tying them together with string. Attach to a tree or pole that is visible from a window, and your child can tell you if the wind is blowing outside without leaving the house.

WIND

PROGRAM NOTES

Opening Routine

Sign — "Wind" -- Fingers of both hands spread wide, palms facing about six inches apart. Move hards to the right and then to the left, as if blowing in the wind.

ST — Book *Who Took the Farmer's Hat?* Use a real straw hat to display the different positions of the hat in the story and to demonstrate each animal's point of view.

A — *"Wind Tricks"* action rhyme.

ST — Display book: *The Wind Blew*

A — *"Five Winds"* fingerplay

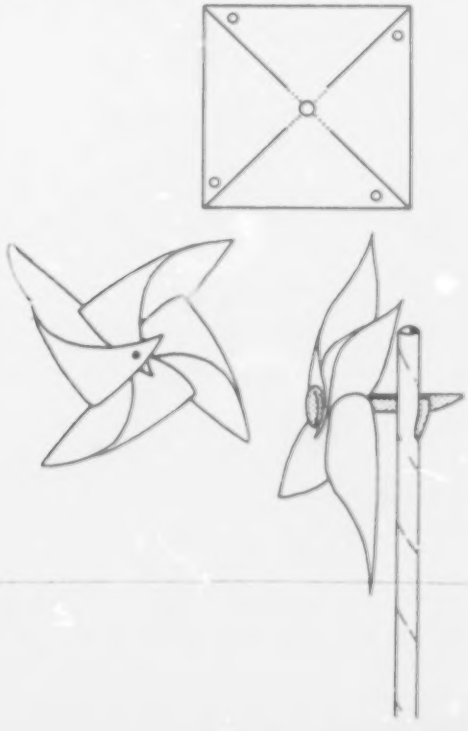
QT — Participants look at books together.

G — Pinwheels

Materials Needed: 4" square of typing paper; plastic drinking straw; scissors; paper punch; brass fastener

Flatten one end of straw and punch a hole in it. Fold paper diagonally in both directions. Punch hole at center (while folded). Cut along folds to within 1" of hole forming four petals. Punch a hole in the upper left corner of each petal, rotating paper to the right until all petals are punched.

In sequence, match corner holes to center hole (pinwheel and hole in straw and bend ends to hold in place. Blow into the cups of the pinwheel to make it spin. If it will not spin, loosen the brass fastener by making smaller bends in the end. Children can make it spin by waving it in front of them if they cannot blow hard enough.



Closing Routine

WINTER

STORIES SHARED

Snowy Day
EZRA JACK KEATS

The Mitten
ALVIN TRESSELT

MORE STORIES TO SHARE AT HOME

The Red Mittens
LAURA BANNON

Miffy in the Snow
DICK BRUNA

Sleepy Bear
LYDIA DAVCOVICH

I Like Winter
LOIS LENSKI

Has Winter Come?
WENDY WATSON

Snow on Bear's Nose
JENNIFER BARTOLI

The Snow
JOHN BURNINGHAM

Stopping by the Woods on Snowy Evening
ROBERT FROST

Henry the Explorer
MARK TAYLOR

Winter Picnic
ROBERT WELBER

Winter Noisy Book
MARGARET WISE BROWN

Winter Bear
RUTH CRAFT

In the Flaky Frosty Morning
KARLA KUSKIN

Father Fox's Pennyrhymes
CLYDE WATSON

It's Winter
NOEMI WEYGANT

RHYTHMS, RHYMES, AND FINGERPLAYS

Snow

It's snowing! It's snowing! (wiggle fingers slowly down in front of body)
How the wind does blow. (blow vigorously)
Snowflakes falling from the sky. (flutter fingers down again)
One landed on my nose! (touch nose)

Snowman

Here's a jolly snowman. (form chubby tummy with hands)
He has a carrot nose. (touch nose)
Along came a bunny, (hop)
Looking for some lunch. (look around)
He ate that snowman's carrot nose. (touch nose)
Nibble (hop), Nibble (hop), Crunch! (sit down)

Five Little Snowmen

Five little snowmen all in a row (hold up five fingers)
Each with a hat (pat top of head)
And a big red bow (pull at neck like fixing a bow tie)
Out came the sun (arms form big circle over head)
And one of those snowmen melted away! (put down one finger)

(Repeat with "Four", "Three", "Two", and "One" little snowmen)

WINTER

FOLLOW-UP IDEAS

During quiet time look through a photo album and let your toddler identify the people he or she knows. Children like seeing pictures of themselves and acknowledging how much they are growing.

Sliding Tubes: Children love to see things go in one end of a cardboard tube and come out the other end. The longer the tube the better! Talk about what will fit in the tube and what is too big for it. Put two things in and see which comes out first.

Mitten matching: Trace your toddler's hands onto a paper sack for a mitten pattern. Cut two mittens from several kinds of materials (paper, cloth, sandpaper, cardboard). Put one of each kind on a table and the others in a paper sack. Have your child pull one mitten from the sack and match it with its mate. This matching game will work with socks, towels, shoes, or any paired items in the home.

CRAFT

Five Little Snowmen

You will need: white, black, and red felt scissors glue pen or marker a flannelboard

Draw five snowmen (three circles on top of each other) on the white felt. Make them all different sizes and shapes. Draw five different-sized hats on the black and bows on the red felt. Cut them out. Turn the pencil marks to the back and assemble each snowman by gluing the hat and bow in place. Draw a face on each one.

Line the snowmen up on the flannelboard or a sofa cushion and recite the "Five Little Snowmen rhyme. Remove one snowman as each melts. Your child will soon take over the task of "melting" the snowmen. Use the snowmen to talk about size and placement in line: "Let's melt the big one," or "The one in the middle is going to melt next."

PROGRAM NOTES

Opening Routine	Introduce theme with puppet or toy all bundled up for cold weather with scarf and hat.
Sign	"Snow" -- Hold hands high, palms facing down. Wiggle fingers gently as hands slowly fall (like snow falling).
ST	Book: *Snowy Day*
A	*"Snow"* fingerplay
CD	Re-create actions in the story: dressing warmly, stamping feet, knocking snow off tree onto head, building snowman, making snow angel, putting snowball in pocket.
ST	*"Five Little Snowmen"* flannelboard (see above). Have children continue the sun action from the fingerplay during the rhyme.
QT	Parent and child look at books together
G	Paper snowflakes Need some Lace paper doilies. Cut into snowflake shapes along the edges.
Closing Routine	

The Disappearing Snowperson

You will need scissors and one 8½" × 11" sheet of white paper. Fold the paper on the folding line. Trace the cutting lines from the pattern.

On Monday, I made a snowperson.
(Cut on line A.)

Just like that!
(Unfold paper.)

On Tuesday, the wind blew some snow away.
(Refold, cut on line B and discard outer portion.)

Just like that!
(Unfold paper.)

On Wednesday, it rained on my snowperson.
(Refold; cut on line C and discard outer portion.)

Just like that!
(Unfold paper.)

On Thursday, the hot sun started to melt it.
(Refold, cut on line D and discard outer portion.)

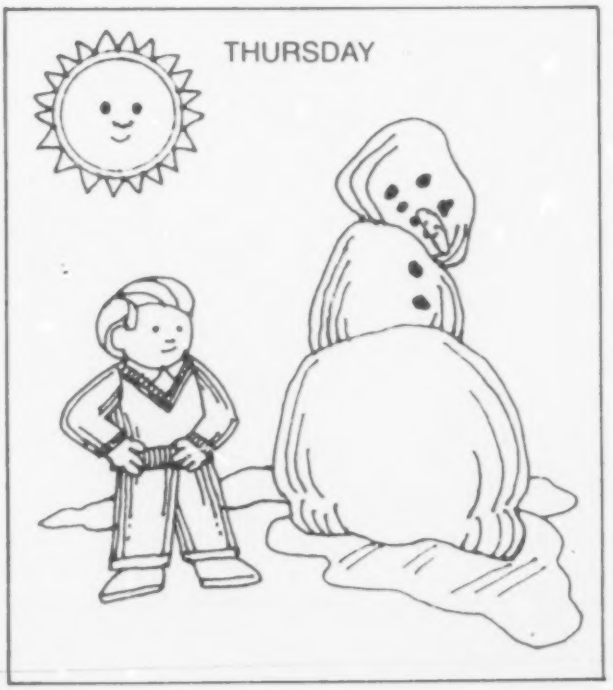
Just like that!
(Unfold paper.)

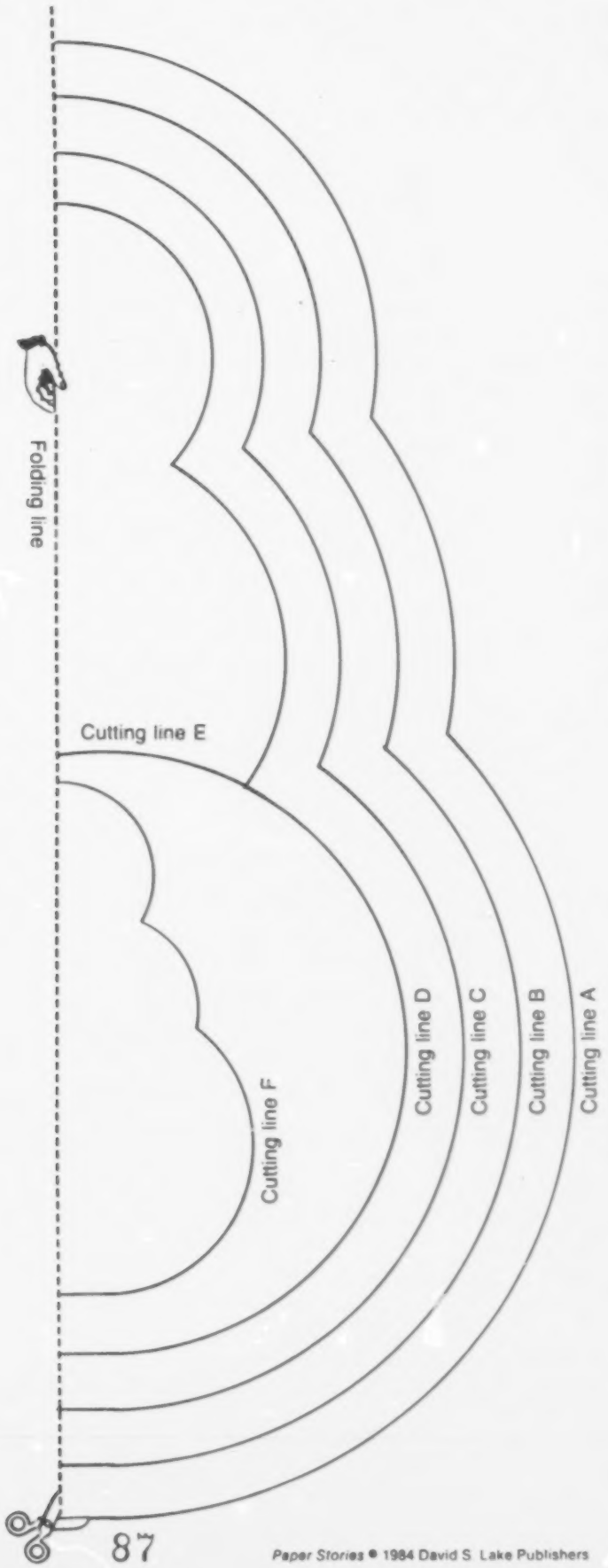
On Friday, it melted into a puddle.
(Refold, cut on line E and keep only the oval shape.)

Just like that!
(Unfold paper.)

On Saturday, it snowed again.
Just like that!
On Sunday, I made another snowperson.
(Cut on line F.)

Just like that!
(Unfold paper to show little snowperson.)





40 The Disappearing Snowperson

Paper Stories © 1984 David S. Lake Publishers

CAMPING-OUT FUN FOR THE WHOLE FAMILY

These plans can be used whether your child plans to "camp out' on the living room floor, on the porch, or in your own backyard.

SLEEP OVER AT THE LIBRARY
(submitted by DeAnna Shaw-Berget, Lincoln County Library)

Lincoln County Library limited the attendance to 25 children.

The sleep over is a chance for kids to become familiar with all that the library has to offer. Read some, and have games and maybe even a little singing. Library staff members will spend the night with the kids. Ask your Friends group or volunteers to furnish juice and rolls for the breakfast.

Each child should bring the normal "sleep over stuff," including:
sleeping bag and pillow
pajamas
tooth brush
favorite book
munchies
clothes
permission slip from parent

ACTIVITIES

Newbery and Caldecott Award Winner Scavenger Hunt
Library Scavenger Hunt
Storytelling (invite guest storytellers)
Sing-along
Group games
Activity games (see activity and puzzle section of this manual)

CRAFTS

Any nature craft idea found in the manual, or use your own good ideas.

THERE WAS ONE SLEEPING OUT
(SUNG TO THE TUNE "ROLL OVER")

There was one sleeping out,
But he soon called out
For others, for others,
So one answered his shout.
Now this song is about...
There were two sleeping out,
But they soon called out
For others, for others,
So one answered their shouts,
Now this song is about...
There were three sleeping out,
But they soon called out
For others, for others,
So one answered their shouts,
Now this song is about...
(continue up to ten and end with:)
There were ten sleeping out,
and they soon called out
!!!!!!!!!!!!!!!!

READ ALOUDS

Pip Camps Out
MYRA BERRY BROWN

Sleep Out
DONALD AND CAROL CARRICK

The Night We Slept Outside
ANNE AND HARLOW ROCKWELL

CAMPING, CAMPING
(Sung to "Yankee Doodle")

Camping, camping, I can't wait
To go sleep out tonight,
It's so neat
To fall asleep
Under the pale moonlight.

Camping, camping, it is great,
I'll take some snacks along.
Flashlight, compass, harmonica,
To play this little song.

BOATS

STORIES SHARED

Mr. Gumpy's Outing
JOHN BURNINGHAM

Boat Book
GAIL GIBBONS

MORE STORIES TO SHARE AT HOME

Who Sank the Boat?
PAMELA ALLEN

Boats on the River
MARJORIE FLACK

The Little Sailboat
LOIS LENSKI

Hurrah, We're Outward Bound
MOTHER GOOSE

Noah's Ark

Henry the Castaway
MARK TAYLOR

If I Sailed a Boat
MIRIAM YOUNG

RHYTHMS, RHYMES, AND FINGERPLAYS

Meet the Boats

Toot, toot, toot, (pretend to blow whistle)
chug, chug, chug.
I am a Tug...boat (arms push and pull in piston motion)
Row, row, row, to and fro, (make rowing motion)
I am a Row...boat
Wind puffs, blows a gale, (blow into cupped hands)
I am a Sail...boat
Drive fast; wheee, wheee, (pretend to steer)
I am a Speed...boat
Back and forth, people I carry, (hands move across front of body and back)
I am a Ferry...boat
Under water, blub, blub, blub, (hands over head like surface of water)
I am a Sub...marine.

Row, Row, Row, Your Boat

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily,
Life is but a dream

FOLLOW-UP IDEAS

Sit on the floor facing your toddler and holding hands. Rock backward gently pulling your child toward you. Then have him rock backward as you lean forward. Sing the song "Row, Row, Row Your Boat" while you rock back and forth in a rowing motion.

In the sink, bathtub, or pool, try floating different objects to see which would make good boats. Styrofoam meat trays float well and "carry cargo," too.

BOATS

CRAFT

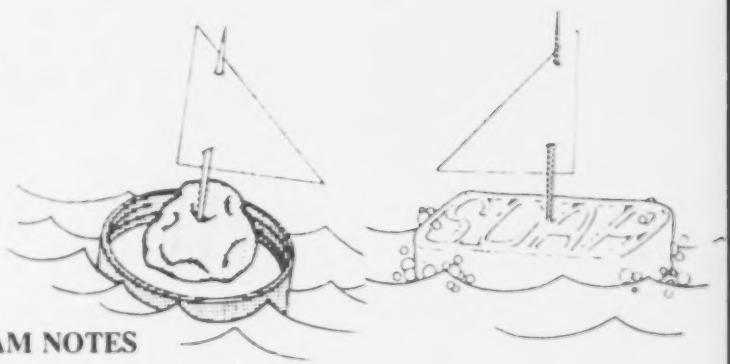
Bathtub Boats

You will need:

bottle cap or jar lid	bar of floating soap	cork, or empty walnut
toothpicks	dab of clay or clay dough	shell
scissors	crayons	paper

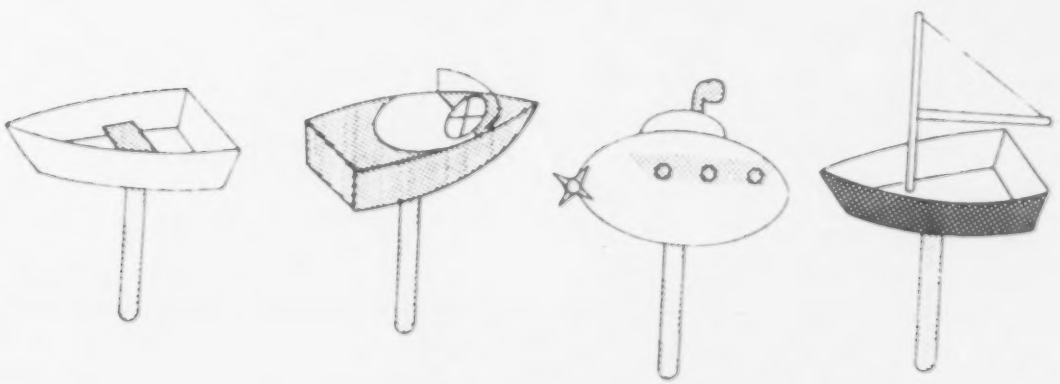
Cut a sail from the paper (triangle shape) and decorate it. Put your child's name on it. Poke a toothpick sticking down below the sail to anchor it to the boat. Stick a dab of clay inside the jar lid or shell, and press the toothpick into it. Your boat is now ready to sail.

If using cork or soap, the clay is not needed. Press the toothpick mast into the boat and set sail. If using a cork, cut a slit in one side and push a penny into it for balance.



PROGRAM NOTES

Opening Routine	Introduce theme with a puppet who has a toy or paper boat.
Sign	*"Boat"* --Cup hands at waist level. Raise and lower slightly as you move them outward from your body (like a boat on waves).
ST	Display book: *Mr. Gumpy's Outing*
A	*"Row, Row, Row Your Boat"*
ST	Book: *Boat Book*
A	*"Meet the boats"* fingerplay
CD	Pass out boat stick puppets and have the children act out the motions a boat might go through blowing in the wind, gliding fast, bobbing up and down on the ocean, diving under the sea, and so on. Have children "park" their boats in the boat garage (touchbox) after you finish.
Closing Routine	All exit with boats held high, floating over heads.



CRAFT AND ACTIVITY POTPOURRI

Bookbug or Bookworm

At the beginning of the Family Reading Program place 25 small pieces of paper with Bookbugs drawn on them in green in 25 selected books. The books should include picture books, beginning readers, fiction and non-fiction books. All the selected books are "on display," either standing on top of shelves, on the picture book table, or in the new book display book area.

Keep a list of the books selected so that the Bookbugs can be removed from the ones that do not circulate.

The rule that all Bookbugs must be found in books that are checked out and taken home will help curb the impulse of a few children to leaf through every book on the shelves.

Each Bookbug that is found could be turned in for a coupon for a soft drink, a bookmark or some other small prize.

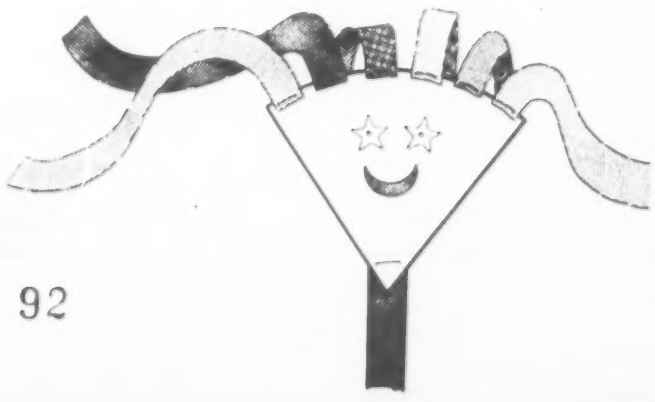
Brown- Bagging A Book (grades 4-8)

An activity for a book discussion group allows the children to draw, write and talk in response to a book they have read or a story they have heard. Hand out brown lunch bags and several blank 3" x 5" cards. Children working alone or in groups, share felt-tip markers. On outside of bag, child draws a picture relating to story, adds title and author of story and own name. On each card, child writes something about the story: a favorite scene, something someone said, something funny or sad, etc.

Each child holds up his bag, tells the name of the book, what he drew on the bag, and reads or shows what is on each 3" x 5" card. To add a little anticipation to the book talks, other children could guess what story the bag illustrates.

Rainbows

Cut a pie-shaped wedge from the paper plate and draw a face near the outer edge. Attach colored streamers alone the outer edge, and staple the inner edge to a popsicle stick. When the child holds the stick, the rainbow colors will move over and around him or her like a rainbow.



Pebble Ideas

Whether you collect pebbles at the beach, river or in your own back yard, try to get a great variety of shapes, colors, and sizes .

Gather the following supplies: pebbles, epoxy glue, marking pens or acrylic paints and brushes, scraps of material, and various odds and ends for adding details.

Now the child can create! They can turn these assorted items into something: a person; any type of familiar animal :bus: car; or any type of place

Elk/Duck/Geese Call

Conduct an elimination contest to get the 3 best callers in your group. Have 3 children each do their call. Let the rest of the group "choose" the winner from that group, continue until all participants have had a chance.. If you prefer you could have judges - -staff, community friends, etc. Continue the competition until you are down to the best 3 callers. Post their names in a prominent place, take their picture. Give awards for various calls: loudest, funniest, most original, call that would have brought elk, quietest, longest, shortest.

Pressed Flowers

On several thicknesses of paper towels, arrange the flowers so none touch the others. Place several more layers of towels on top of the flowers. Pile boards or bricks on top of the towels. Check the towels each day for moisture, and replace damp towels with dry ones. Allow the damp towels to dry out so you can use them again. When the flowers are completely dry, glue them into a scrapbook using craft glue, or laminate between two pieces of clear contact paper to make bookmarks.

Waxed Leaves

Place a layer of paper towels on the ironing board. Place a layer of waxed paper on the towels. On top of the waxed paper, arrange the leaves and ferns so none touch the others. Place a layer of waxed paper and a final layer of towels on top of the leaves. With the iron on a high setting, press the pile firmly. If your iron has a steam button, use to make sure that the wax is transferred to the leaves. Or, repeat the process with fresh waxed paper. When the leaves are cool, glue them into a scrapbook, or make pressed leave pictures and cards.

Design a Stamp

Design a postage stamp, bumper sticker or button featuring a particular Montana endangered plant or animal. Libraries with button makers could actually produce the buttons.

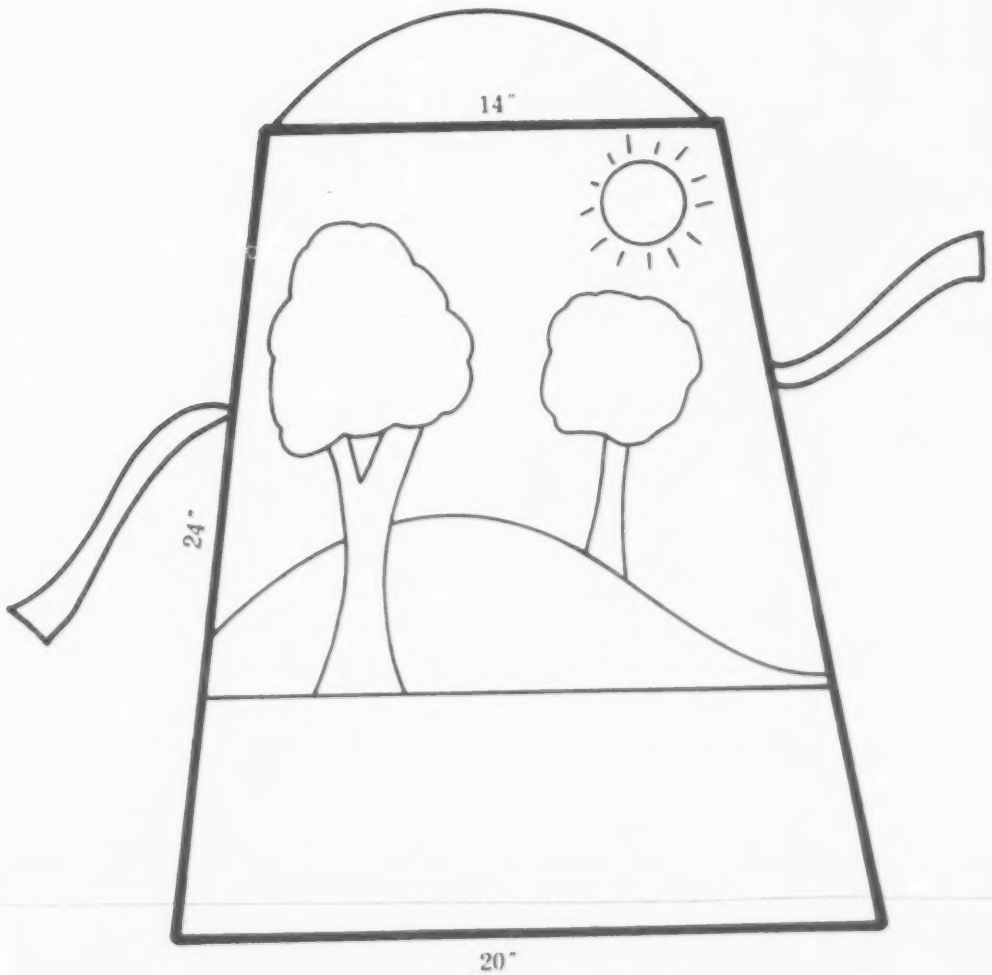
STORY TELLING APRONS

Story telling aprons are especially convenient for story tellers who move from classroom to classroom or from group to group within a classroom. The story teller who likes to gather listeners outdoors under a tree might find the apron very useful. The apron serves as the background for the story in the same way a flannel board or puppet stage might be used. The lower pocket of the apron serves to hold the characters or props for the story.

Apron and Finger Puppets

Materials for Apron:

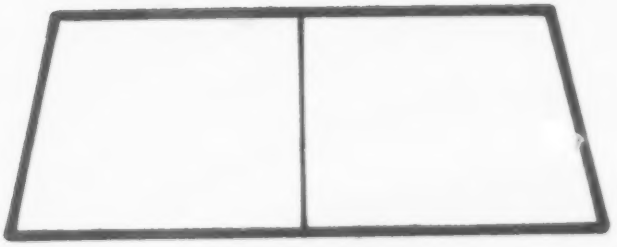
1. Light blue washable fabric for apron, or black felt.
2. Assorted cotton fabrics for appliqued decorations: yellow for sun, green for tree tops, brown for tree trunks, white for snow mountain and for pocket. (If the apron will not be washed, felt may be used.)
3. Embroidery floss for details.

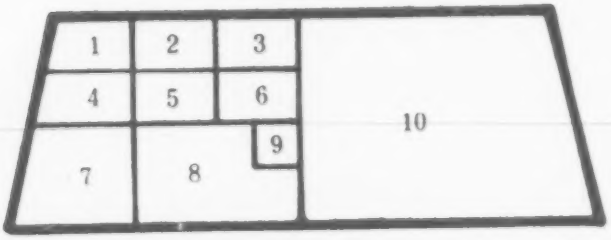


Directions for Apron:

1. Cut apron to dimensions shown. These dimensions include 1/2" seam allowances.
2. Narrow-hem edges of apron.
3. Cut piece for neck strap. Fold in raw edges lengthwise; stitch to apron.
4. Applique scene on apron. Lines shown on patterns are cutting lines. If using cotton, turn under raw edges when appliqueing. If using felt, edge will not need to be turned under. Use embroidery thread to create rays of sun.
5. Cut out pocket for apron. Apron pocket may be made from one piece of fabric sewn to the bottom and sides of the apron and stitched up the middle to prevent sagging. Props and characters could then be stored in both sides of the pocket.
6. Pocket may also be elaborately constructed to hold each character in its own place. This allows the story teller to reach into the pocket without interrupting the story to look for each character. A simple pocket may be used on placed on top of the elaborate pocket to conceal it, or to hold the script and additional props. The pocket shown below was constructed to accompany the Ukranian folktale, *The Mitten*. The characters are placed in each pocket in the order that they appear in the story:

Pocket 1 -- mouse	Pocket 6 -- wolf
Pocket 2 -- frog	Pocket 7 -- boar
Pocket 3 -- owl	Pocket 8 -- bear
Pocket 4 -- rabbit	Pocket 9 -- cricket
Pocket 5 -- fox	Pocket 10 -- mitten and script





Big Fat Bookworms

THIS
BOOKMARK
BELONGS
TO

_____

_____

Pressed Flower Bookmarks

Materials

Homemade paper (see page 18) or tagboard the size you want your bookmark to be.

Pressed flowers or leaves

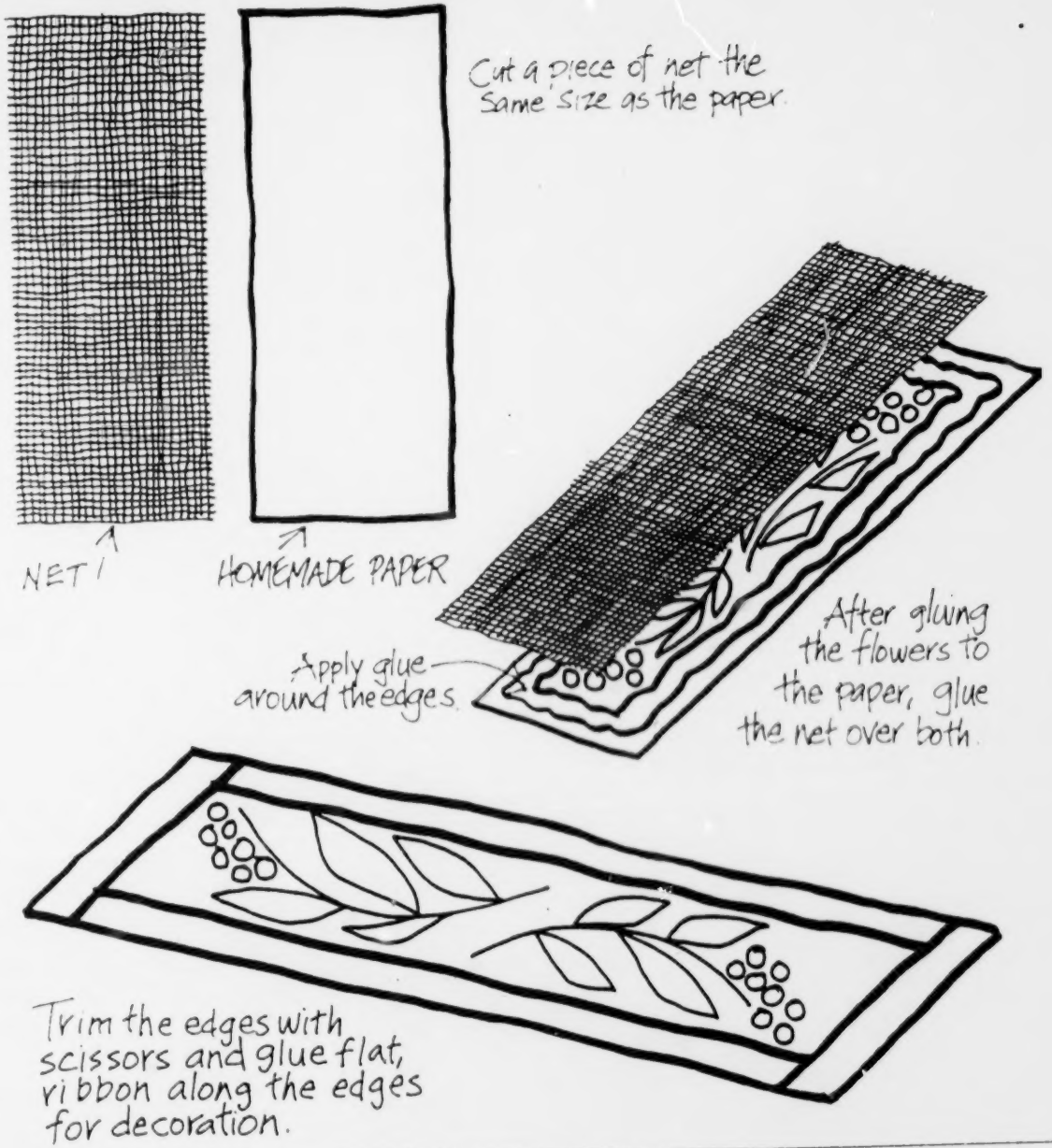
Small scrap of nylon net, tulle, or organdy fabric

Narrow ribbon or flat lace trim

Glue that dries clear

Here's a nice gift project using dried, pressed flowers. While you work on this, think of how pretty the flowers looked in the field or garden. That will help you arrange them in a very natural way.

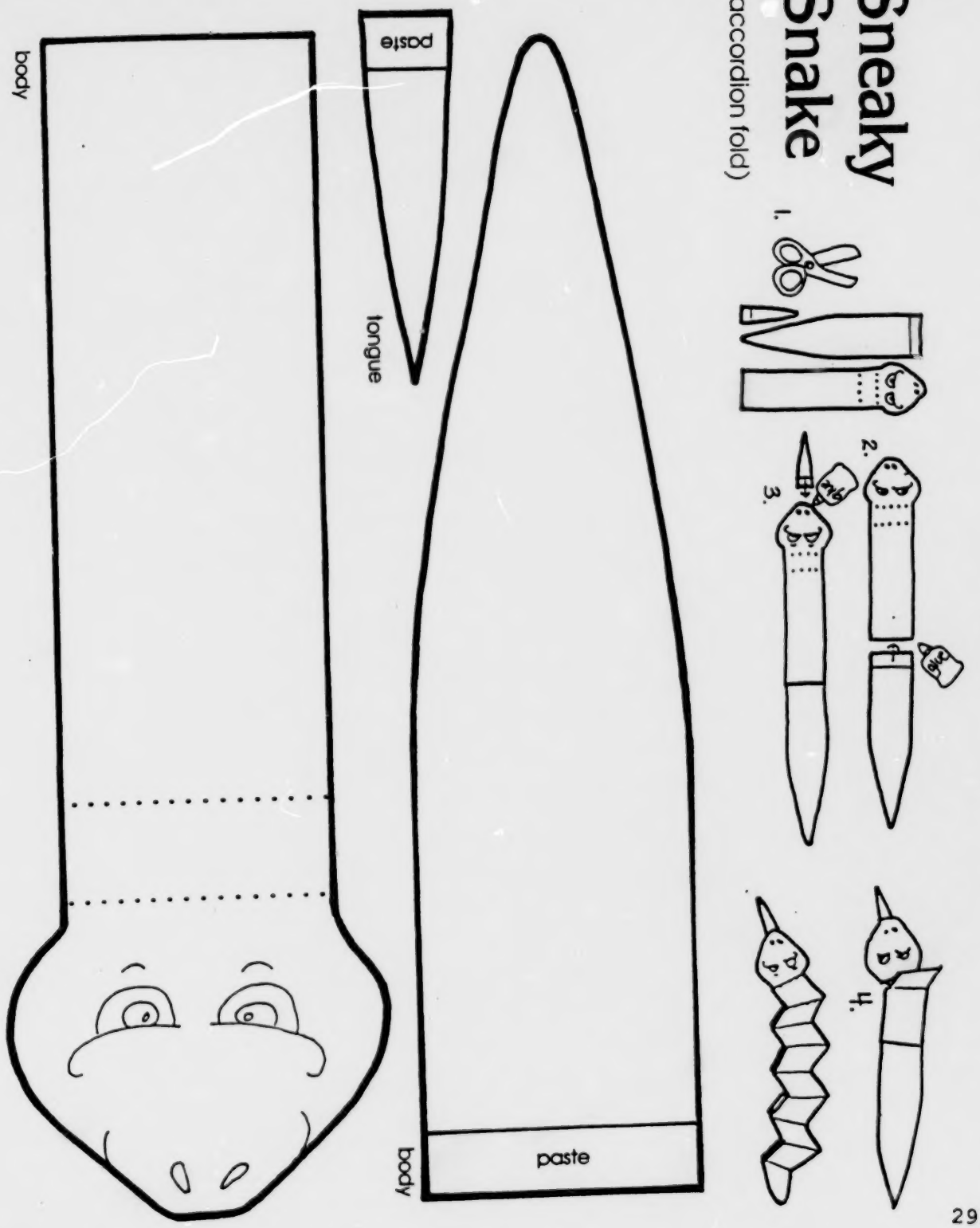
Cut the paper and net the size you want to make your bookmark. Gently position the dried flowers on top of the paper. Use a few dots of glue to hold them in position. Using a tiny amount of glue around the edges, glue the net on top of the flowers. Position the ribbon or lace around the edges and glue in place.


Cut a piece of net the same size as the paper.
NET
HOMEMADE PAPER
Apply glue around the edges.
After gluing the flowers to the paper, glue the net over both.
Trim the edges with scissors and glue flat, ribbon along the edges for decoration.

Carlson, Lauric. EcoArt. Williamson .1990.

GIVEAWAYS AND GAMES

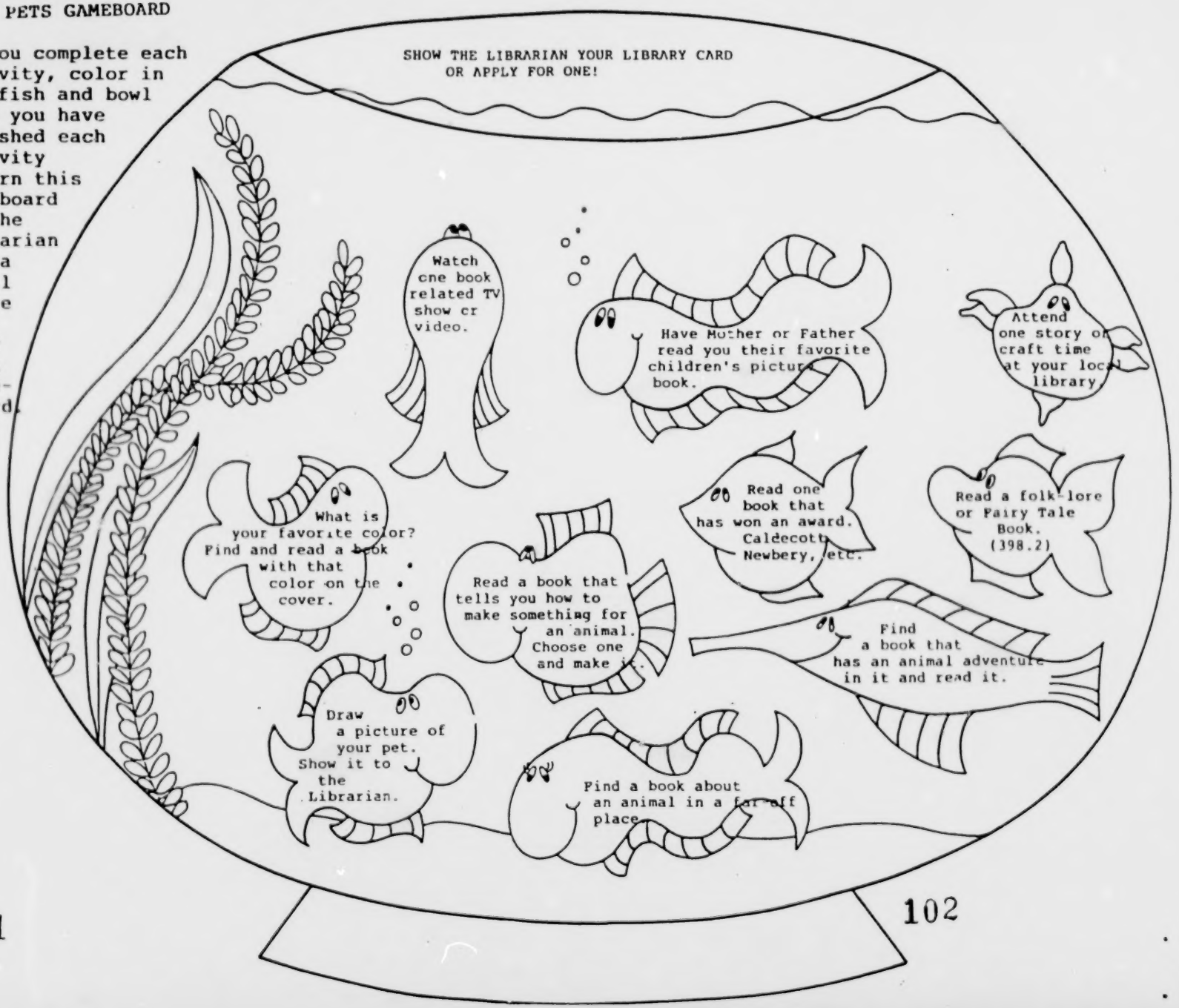
Puzzles and Word Games
Mazes and Coloring Pages
Answer Keys



"Sneaky Snake"
Taken from: Learning to Fold: Flip-its, Carole Soulsman Continental Press, Inc.
0-8454-6544-9

FISHY PETS GAMEBOARD

As you complete each activity, color in the fish and bowl When you have finished each activity return this gameboard to the librarian for a small prize and your next game-board.


SHOW THE LIBRARIAN YOUR LIBRARY CARD OR APPLY FOR ONE!
Watch one book related TV show or video.
Have Mother or Father read you their favorite children's picture book.
Attend one story or craft time at your local library.
What is your favorite color? Find and read a book with that color on the cover.
Read a book that tells you how to make something for an animal. Choose one and make it.
Read one book that has won an award. Caldecott, Newbery, etc.
Read a folk-lore or Fairy Tale Book. (398.2)
Find a book that has an animal adventure in it and read it.
Draw a picture of your pet. Show it to the Librarian.
Find a book about an animal in a far-off place.

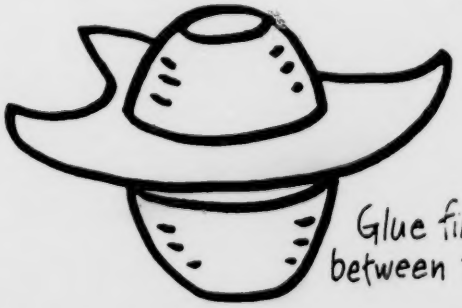
101

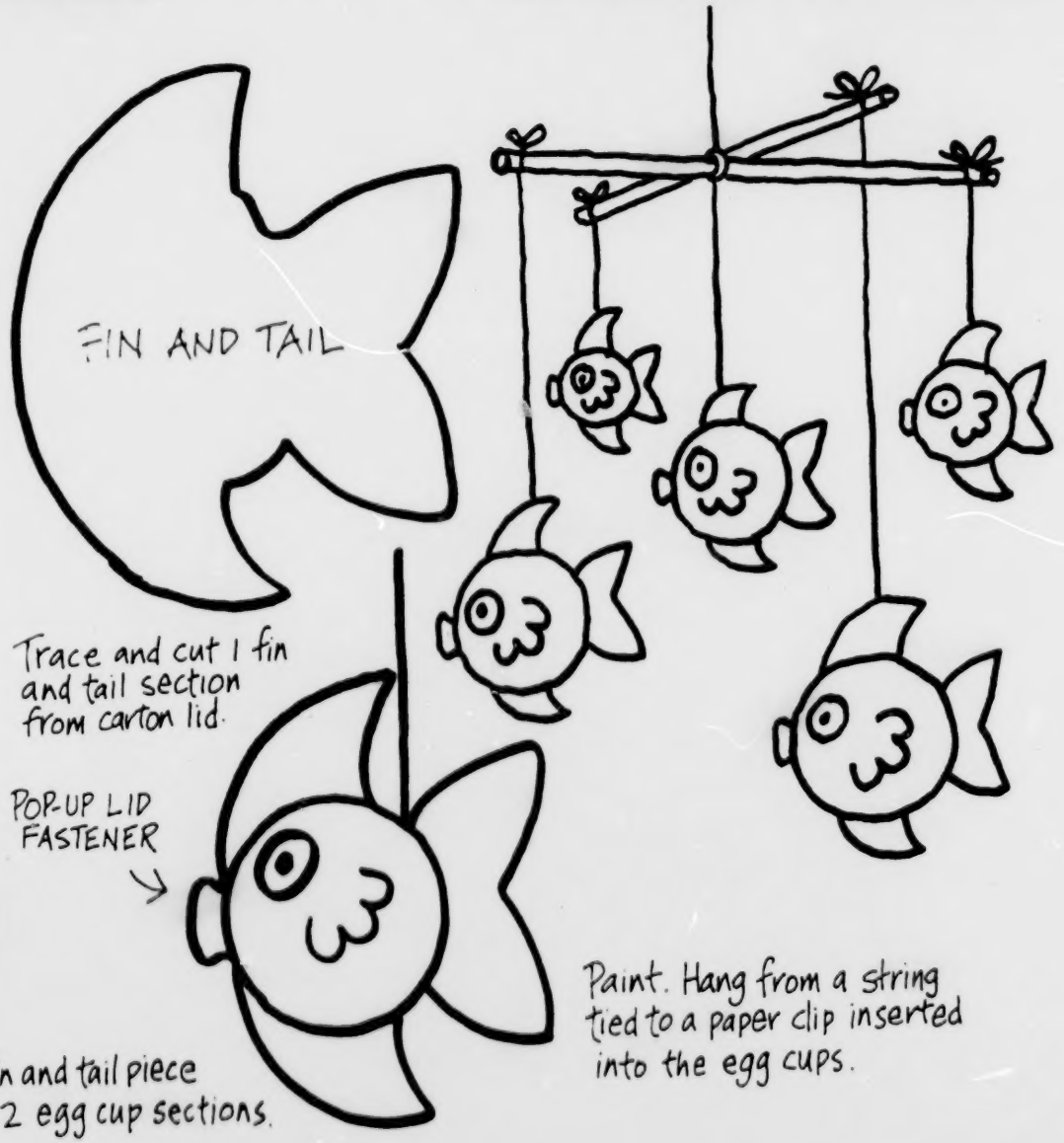
102

FISH

Cut 2 individual egg sections apart; trim the rough edges evenly. These will be the fish's body. Use the carton lid to cut a fin and tail section as shown. Glue the body sections to each side of the fin and tail sections. Hold the pieces together a few minutes until the glue sticks. To make a mouth, cut around one of the pop-up lid fasteners molded into the lower portion of the carton. Glue it on the body.

Paint with tempera. While wet you can sprinkle glitter onto the paint, so it will sparkle like wet fish scales. Decorate the details with markers when the paint is dry. Hang several fish from lengths of old fishing line or string to create a mobile.



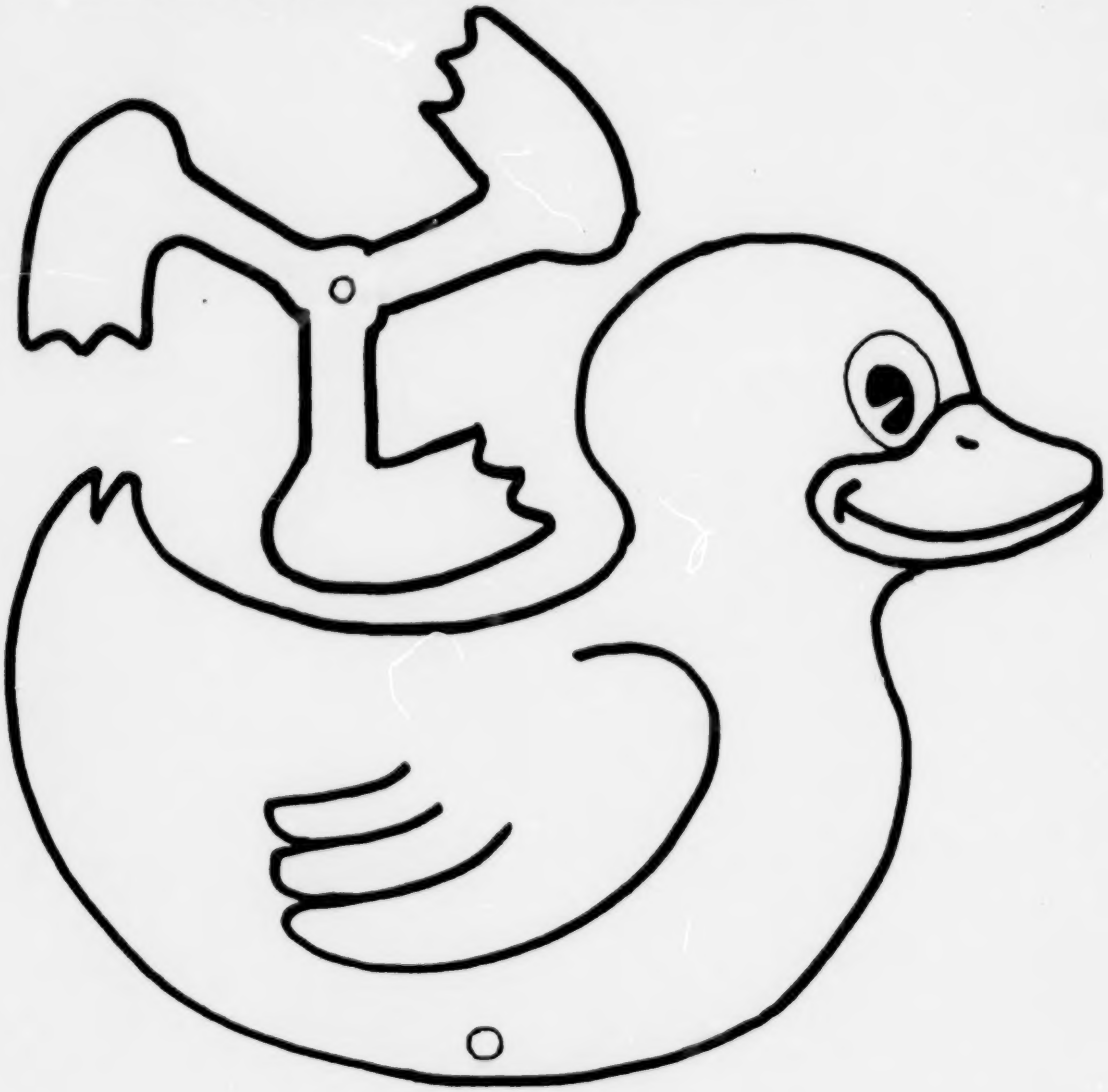

FIN AND TAIL
Trace and cut 1 fin and tail section from carton lid.
POP-UP LID FASTENER
Glue fin and tail piece between 2 egg cup sections.
Paint. Hang from a string tied to a paper clip inserted into the egg cups.

Walking Duck

Materials:

Photocopies of the patterns shown below
Felt tipped markers or crayons
Brad fasteners

- Photocopy the duck and feet patterns shown below.
- Color and cut out the patterns.
- Attach feet to body with feet behind the body section with a brad fastener.
- Make duck walk by pushing feet with fingers. Or, attach craft stick to back of duck head and push duck along floor to make it walk.



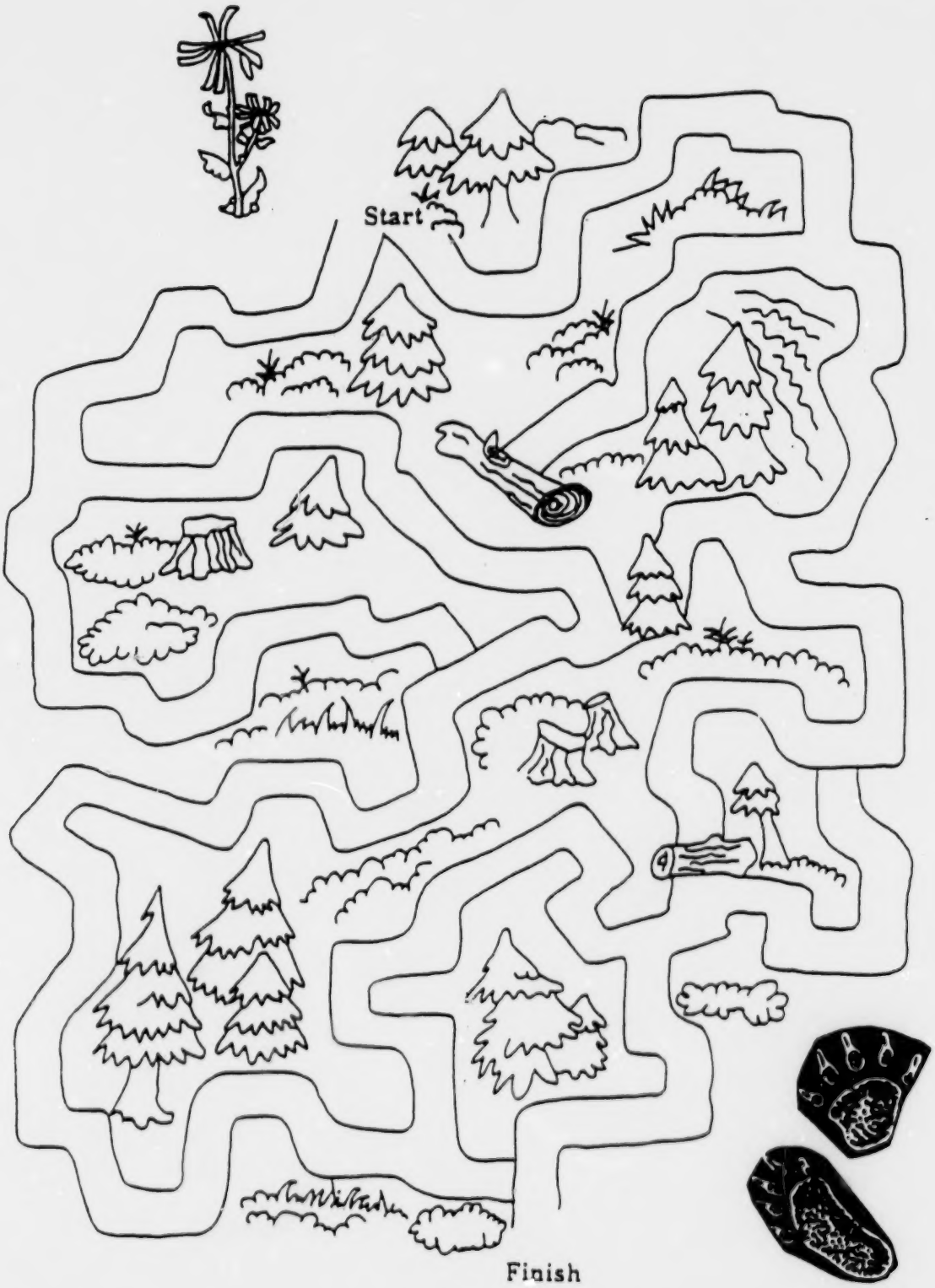
ENDANGERED BIRDS OF NORTH AMERICA WORDFIND

Hidden in the puzzle below are the names of some of the birds that live on the North American continent that are on the endangered list. The names are hidden vertically, horizontally and diagonally. See how many you can find.

O E H P L P Q D I O P U C H N G H K A X L W H E B T P
T N A L E U T I A N C A N A D A G O O S E P I T D Z U
R A W A I E U V C H R F I R K N E T L K O A K Y G E A
S N A H Z R A O T L Y S T L M C R U R Q X D U S O T B
A E I N O T D R I E H K O D A D S K B J W Y A G P A O
G R I D Z O C Y O U M T H A W A I I A N G O O S E D T
H D A A A R P B N S A M E B T G R R F O B M R P Z R Q
A S N E R I K I A E H K G C R I E T P K C R G Y I O H
R P H L D C G L N B A I H L M O N L E F O A I E H P A
R E O P S A L L R G L D P E W M W A L Q R E S A M E J
Q I N B K N U E B L C A L I F O R N I A C O N D O R \
U S E E E P Z D Y A N R H P Y A O D P Z U P T H G E Z
F C Y A N A J W R D L K A T O E X S K E Z R T I D G R
E Z C N P R L O E E T D M N M T N W O P L A R D I R W
D O R T R R O O F A N Q E U E H C A S I D I D A L I L
O O E L G O C D R W C U P A C A L R H Y P E C R T N O
C S E N S T D P C G H N E V G W U B L E M I O A P E X
E H P I D K A E K L A I S E F L D L N Z W E L S N F K
R O E R C P O C H E S D O W H Y E E M I B C R E P A S
N S R O E F J K A D U F N X O V B R A U T H M Y I L M
L D T I J Y Z E V E R G L A D E K I T E O I E N D C Y
I E G E R X I R W C Z S O Y L U W T K L A C Y O E O N
M R S R Q R N A I J N E B Z G S H B N C Z K J Z R N A
T P K O U O M N M A S K E D B O B W H I T E Q U A I L
D A L A C P L I G K H R A C L Q M P A D O N R I S Q W

WHOOPING CRANE
KIRTLANDS WARBLER
PEREGRINE FALCON
PRAIRIE CHICKEN
CALIFORNIA CONDOR
IVORY BILLED WOODPECKER
ALEUTIAN CANADA GOOSE
PUERTO RICAN PARROT
MASKED BOBWHITE QUAIL
HAWAIIAN HONEYCREEPER
BALD EAGLE
OSPREY
BROWN PELICAN
HAWAIIAN GOOSE
EVERGLADE KITE

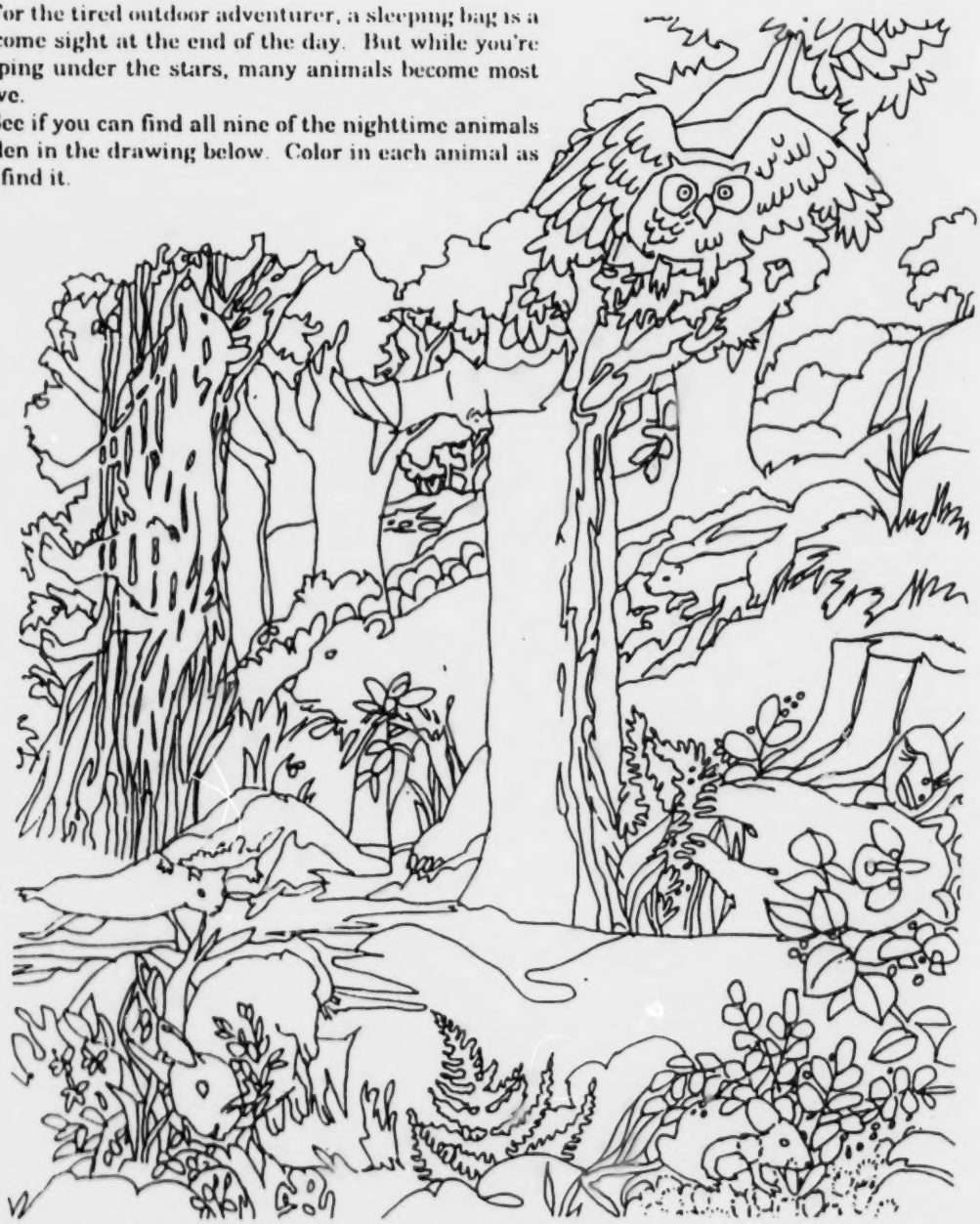
BEST COPY AVAILABLE


Start
Finish

Nighttime Animals

For the tired outdoor adventurer, a sleeping bag is a welcome sight at the end of the day. But while you're sleeping under the stars, many animals become most active.

See if you can find all nine of the nighttime animals hidden in the drawing below. Color in each animal as you find it.



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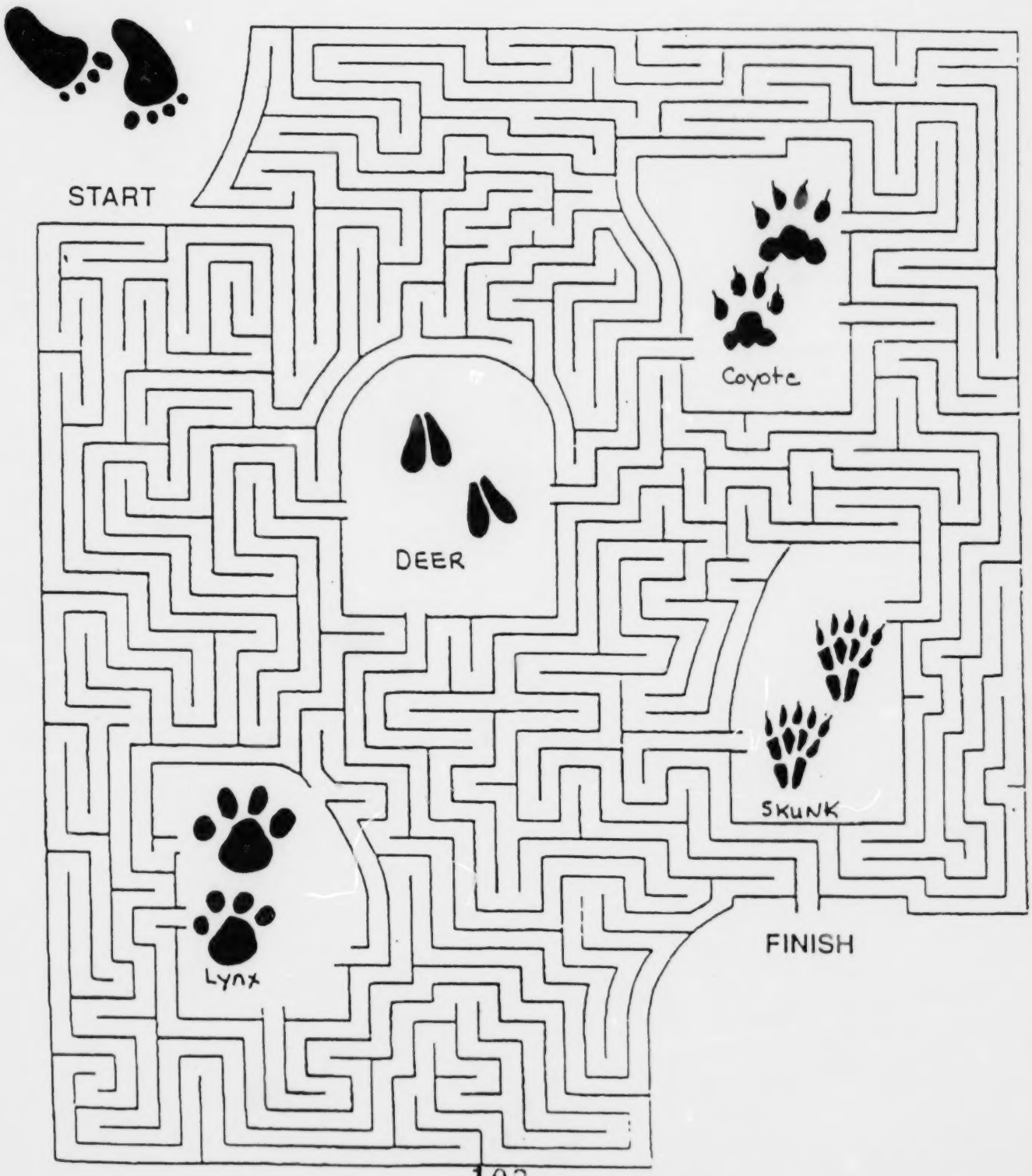
Visit each animal before you exit the maze.



BREAK THE CODE--SAVE THE EARTH I

The Earth is a big place and many of people want to help but think that they are either too small or that what one person does won't matter. When you break the code below, you will find a way that you can make a difference, a big difference in the Earth! Each number below goes with a letter. See if you can break the code.

4 15 14 ' 20 12 9 20 20 5 18 !
_ _ _ _ _ _ _ _ _ _ _ _

9 20 8 21 18 20 19 20 8 5
_ _ _ _ _ _ _ _ _ _ _ _

5 1 18 20 8 1 14 4 13 1 11 5 19
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

21 19 1 12 12 12 9 22 5 15 14
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

1 4 9 18 20 9 5 18 16 12 1 14 5 20!
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

NUMBER CODE

1	2	3	4	5	6	7	8	9	10	11	12
A	B	C	D	E	F	G	H	I	J	K	L

13	14	15	16	17	18	19	20	21	22	23	24
M	N	O	P	Q	R	S	T	U	V	W	X

25	26
Y	Z

RECYCLE THIS!

We've taken the word BIODEGRADABLE and recycled its letters to form new words. The new words have to be at least three letters long but can be longer. The words have to be found in a standard dictionary. We found 114 new words! See how many you can find. 25 new words..GOOD, 40...GREAT, 50...EXCELLENT, MORE THAN 114...YOU BEAT THE EXPERTS!

Biodegradable

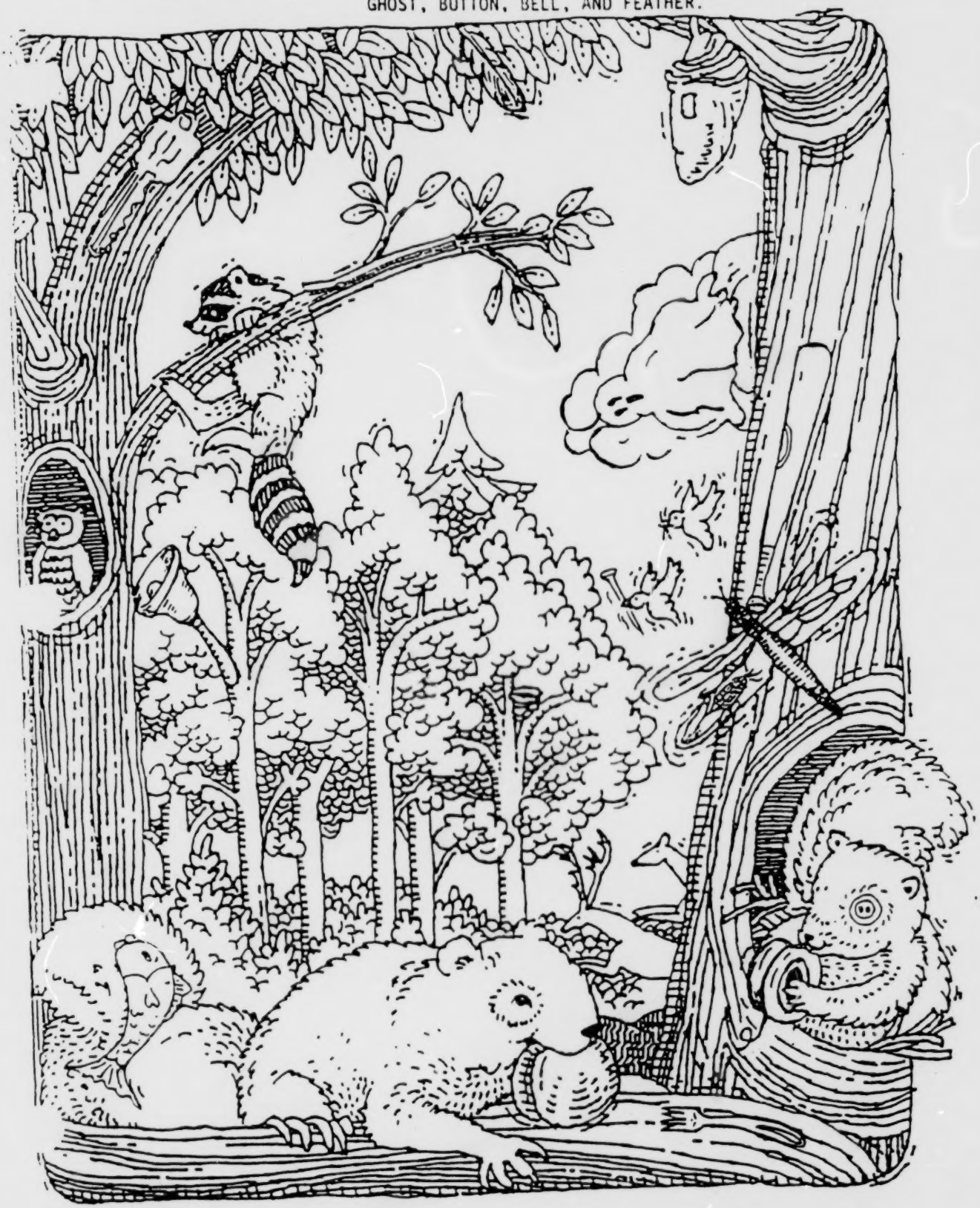
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
16. _____	17. _____	18. _____
19. _____	20. _____	21. _____
22. _____	23. _____	24. _____
25. _____	26. _____	27. _____
28. _____	29. _____	30. _____
31. _____	32. _____	33. _____
34. _____	35. _____	36. _____
37. _____	38. _____	39. _____
40. _____	41. _____	42. _____
43. _____	44. _____	45. _____
46. _____	47. _____	48. _____
49. _____	50. _____	51. _____

SURPRISE SLOGAN PUZZLE

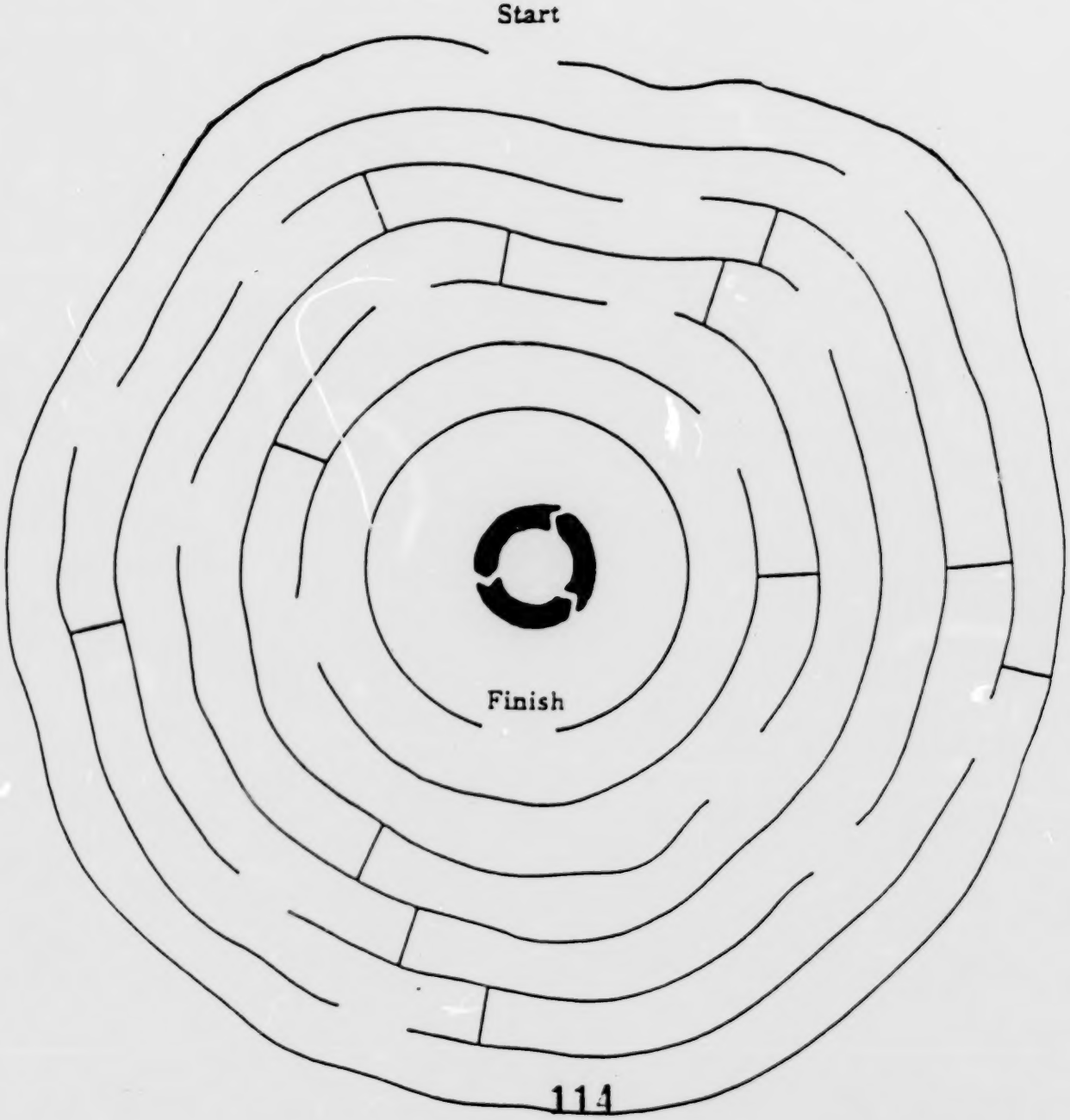
Determine which statements are about things you can do to help the environment. If the statement is about something good for the earth, put the first letter of that sentence in column G if the statement is about something that would be harmful to the earth, put the last letter in the sentence in column H. When you are done read the words that form vertically in the two columns and you will have a slogan that could make a difference if we all incorporated it into our lives.

G		H
	Take a thermos to school and avoid individual drink cartons.	
	Have a garage sale instead of throwing everything away.	
	Throw away six-pack loops immediately after slipping them off cans of cola.	
	Take polystyrene cups on every picnic.	
	Fill the bathtub up to the top every night.	
	In your school lunchbox put reusable containers instead of paper wrap.	
	You dig a hole in the ground for Dad's used motor oil.	
	Notice and avoid products with too much packaging.	
	Keep used grocery bags and reuse.	
	Don't bike to the store if you can go by auto.	
	Switch from hand operated appliances to electric.	
	Buy gifts with natural fur trim like angora or alpaca.	
	Get invoved in a tree planting project.	
	Learn to fix things that you'd otherwise throw into the trash.	
	Organize a group to discuss energy or water wasting.	
	When there is a spill, don't use a sponge if you have a paper towel.	
	Insist that your mom drive you to school and avoid a carpool.	
	Buy products in recyclable containers.	
	Ask your teacher for paper used on one side and staple for notepads.	
	Use the electric clothes dryer on a warm sunny day.	
	Learn where to look in the library for environmental tips and information.	
	Learn about natural insect repellents.	
	You save seeds from fruits you've enjoyed and plant them yourself.	

In this picture try to find: ZIPPER, CORN-ON-THE-COB, YOYO, FORK, KEY, NAIL, FISH, BAT, GHOST, BUTTON, BELL, AND FEATHER.



THE ANIMALS WE LIVE WITH Published by Abdo & Daughters. Used with permission.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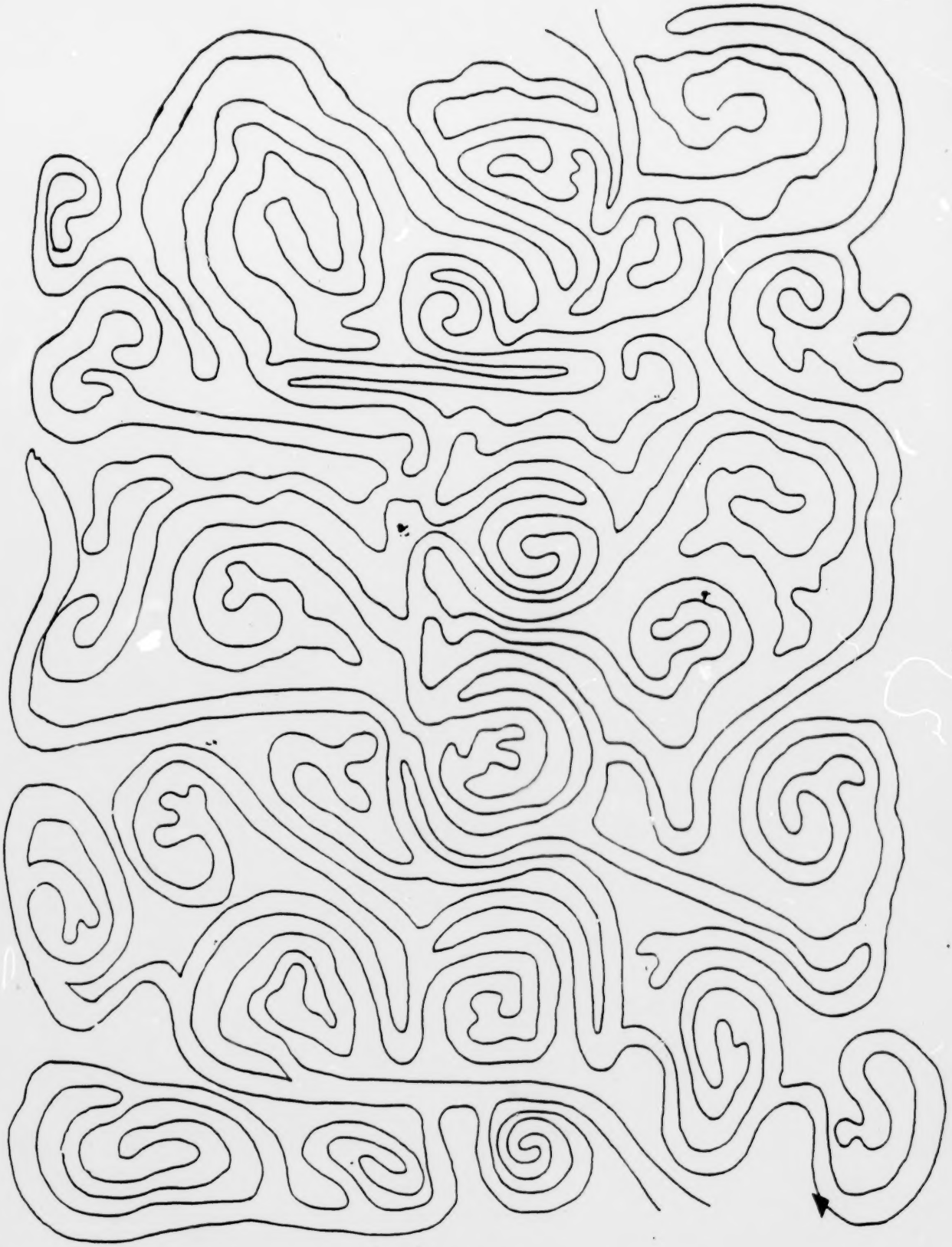


THEME: Treasure Hunting

AGE GROUP: 4 - 7; 8 - 14

BOOKS: (4 - 7) Bob Reese, *Raven's Roost*
Aliki, *Digging up Dinosaurs*

ACTIVITIES: Put miscellaneous plants, animals, jewelry, etc., in a box and have the children identify them with their eyes closed; or do a treasure hunt for things around the library.

BOOKS: (8 - 14) Sheila Cowing, *Searches in the American Desert*
Caron Lee Cohen, *Renata, Whizbrain and the Ghost*

ACTIVITY: Scavenger Hunt

Scavenger Hunts are probably familiar to you from your own childhood. This one is adapted to finding natural objects. You should assign scavenger lists that require the child to think creatively or to look very closely. Given here is a scavenger list adapted from the one used at the Glen Helen Outdoor Education Center in Yellow Springs, Ohio.

Scavenger Hunt

*17. Everything in nature has a function.
*21. Everything in nature is important (even poison oak is important to the birds that eat its berries).
*24. A sun; trap is anything that captures the sun's heat (water, rocks, plants, animals).

Scavenger List

Collect only things that you can return safely and without damage.

1. A feather
2. One seed dispersed by the wind
3. Exactly 100 of something
4. A maple leaf
5. A thorn
6. A bone
7. Three different kinds of seeds
8. One camouflaged animal or insect
9. Something round
10. Part of an egg
11. Something fuzzy
12. Something sharp
13. A piece of fur
14. Five pieces of man-made litter
15. Something perfectly straight
16. Something beautiful
17. Something that is of no use in nature*
18. A chewed leaf, (not by you!)
19. Something that makes a noise
20. Something white
21. Something important in nature*
22. Something that reminds you of yourself
23. Something soft
24. A sun trap*
25. A big smile

Adapted with permission from Read Arizona, Arizona State Library, Arizona Reading Program, 1991. Partially funded by LSCA, as amended.

Nature Scavenger Hunt

Nature has many mysteries for young people to explore. If you have an empty field or park near your library, have a scavenger hunt to help them discover some of nature's mysteries.

What to Bring

You'll need a bag for collecting specimens, a magnifying glass, pencils, crayons to draw pictures of things you don't want to take from their natural environments, small plastic bags, and a notebook or a pad of paper.

What to Do

- Go outside, close your eyes, and listen for a moment. Open your eyes and list at least three different sounds you heard.
- Are there plants or trees nearby? How many different kinds of leaves can you see?
- Find the leaf whose shape you like best. Why is it your favorite?
- Find something from a plant other than a leaf.
- Find something that you think doesn't belong outside.
- Make three "mystery rubbings." Place a sheet of paper over a nearly flat object, such as a leaf, and rub the paper gently with a soft pencil or crayon until the outline of the object becomes visible.
- Choose one side of a building or house. How many windows can you see?
- Look at the building and list up to six different materials that were used in its construction. Describe the ways they look and feel (if you can touch them).
- Find something that is living and something that is dead.
- Find a good place to hide.
- Find something that you cannot identify.

Whose Footprints?

1.

2.

3.

4.

5.

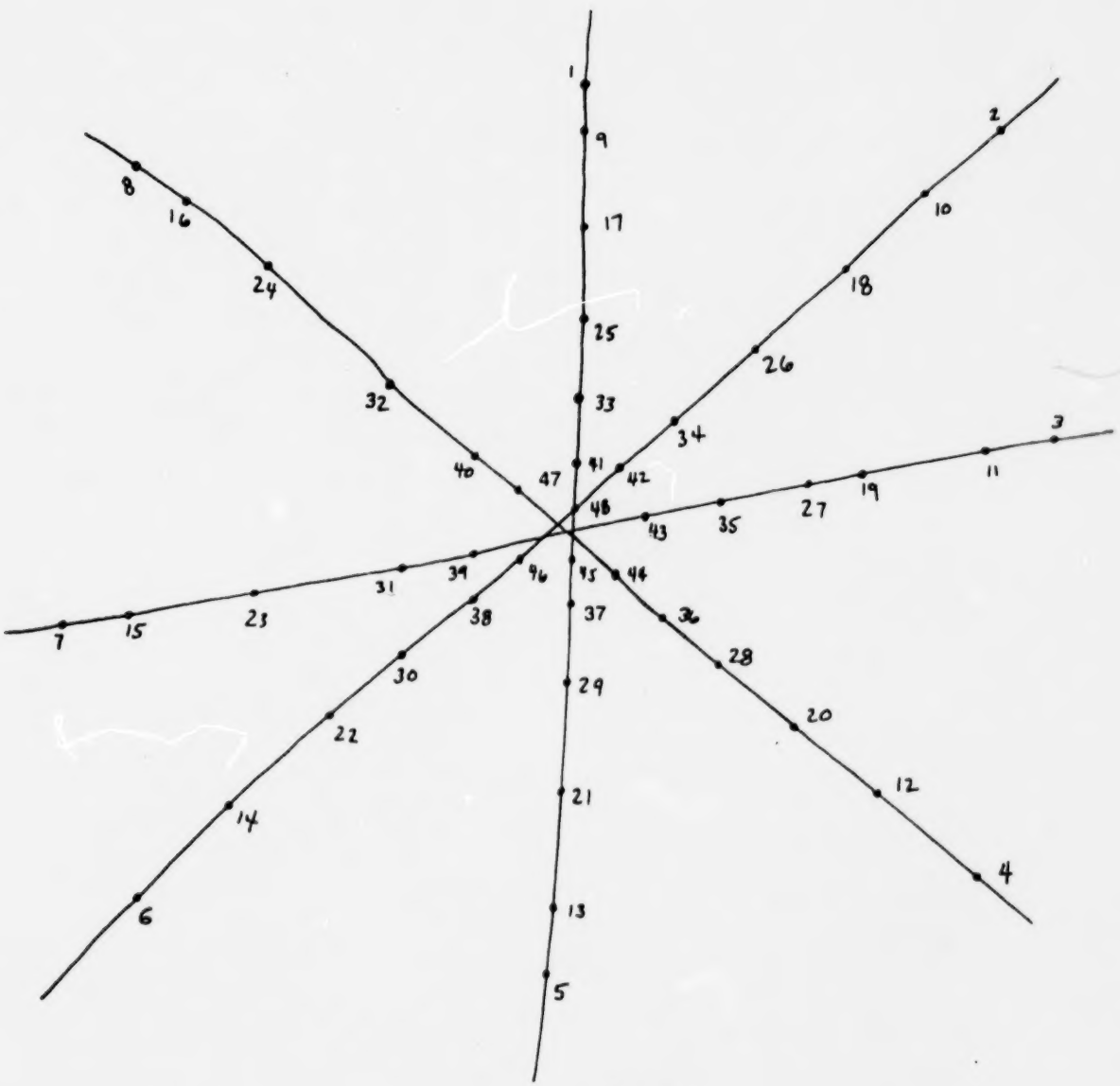
6.

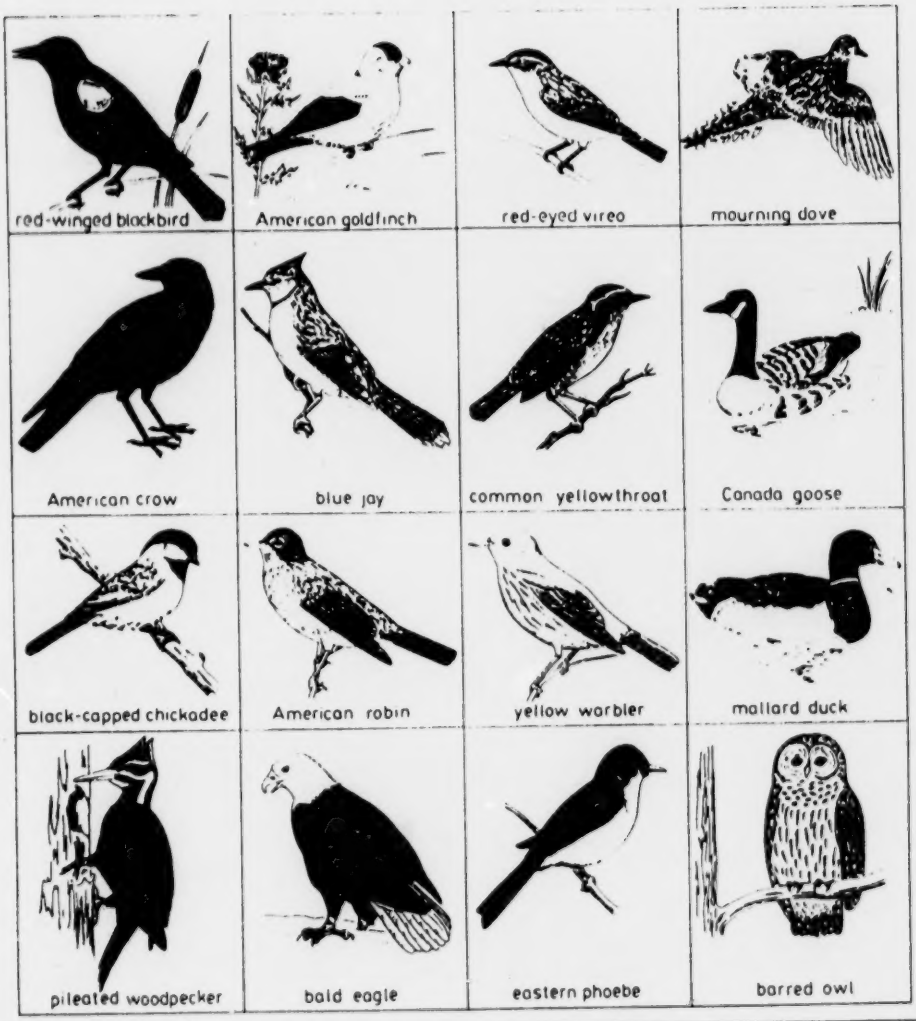
Whose Footprints?

1. Bullfrog
2. Swan
3. Bobcat
4. Bear
5. Wolf
6. Chipmunk

Complete the Web

Help the busy spider complete her web by connecting the dots 1 thru 48.





BIRD	SONG
• black-capped chickadee	"chick-a-dee-dee-dee"
• Canada goose	"honk, honk, honk"
• mallard duck	"quack, quack, quack"
• bald eagle	"kak, kak, kak"
• mourning dove	"whooooooo-who-who-who"
• barred owl	"who cooks for You- who cooks for YOU alll"
• pileated woodpecker	"CUCK, CUCK, CUCK-CUCK!"
• eastern phoebe	"FEE-bee"
• blue jay	"JAY, JAY, JAY"

BIRD	SONG
• American crow	"CAW, CAW, CAW"
• American robin	"cheerily, cheer-UP-CHEERIo"
• red-eyed vireo	"going UP, COMING down"
• common yellowthroat	"wichity, wichity, wichity, wich"
• yellow warbler	"sweet sweet SWEET I'm so SWEET"
• red-winged blackbird	"conk-la-REE!"
• American goldfinch	"per-chickory, per-chickory"

Caduto, Michael J. and Bruchac, Joseph. Keepers of the Animals. Fulcrum. 1992

LET EVERYONE KNOW THAT YOU SUPPORT THE EARTH BY COLORING AND WEARING THESE BADGES!

SOURCES AND RESOURCES

Skunk Hand Puppet

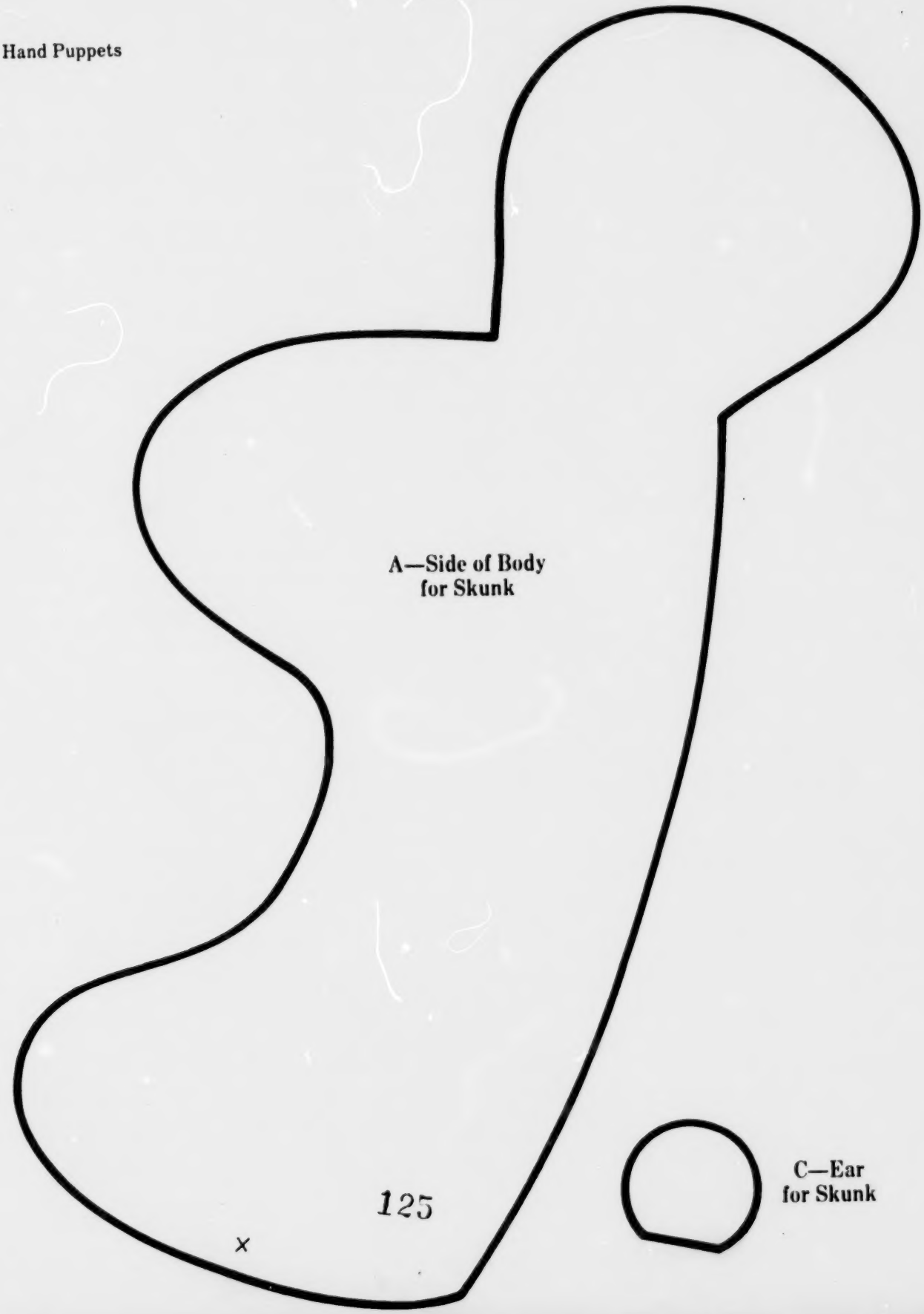
Materials:

1. Fake fur: black and white.
2. White felt to line ears.
3. Black pom pom for nose.
4. Moveable eyes.

Skunk Hand Puppet

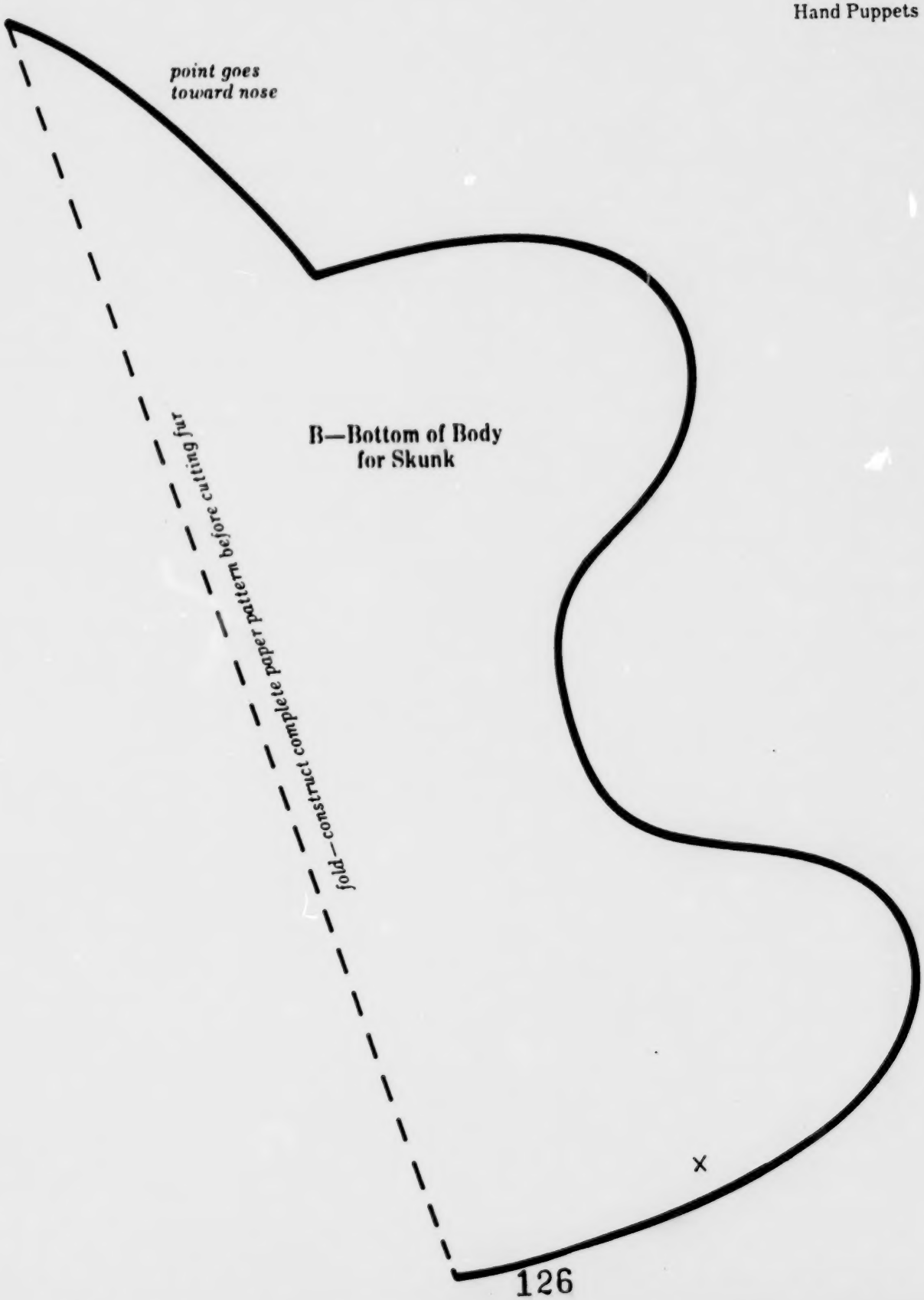
Directions:

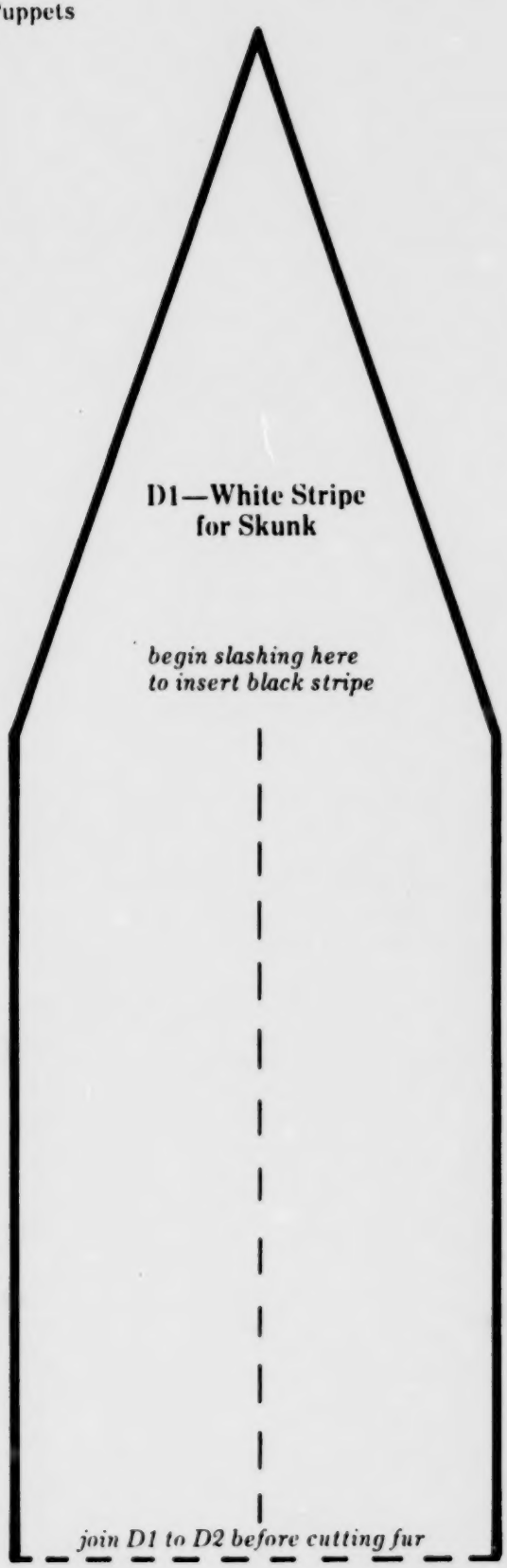
1. When cutting fake fur, lay pattern on back side of fur, mark with chalk, and then cut through fabric backing only. Do not cut the fur itself.
2. Cut two of pattern piece A from black fake fur. Cut one of pattern piece B from black fur. (For pattern piece B, construct complete paper pattern before cutting. Do not try to cut fur on the fold.) Join pattern pieces D1 and D2 along dotted lines before cutting; cut one of white fur. Join pattern pieces E1 and E2 on dotted lines before cutting; cut one of black fur. Cut 2 of pattern piece C from black fur and 2 of piece C from white felt.
3. Cut pattern piece D (white stripe) along dashed line (see pattern). Insert black stripe into slashed area. (Use ¼ " seams in constructing the skunk.) Sew on both sides so a long piece of white fur with a black stripe down the center is formed.
4. Attach pattern piece A (sides of skunk body) to pattern piece B (bottom of skunk body). The pointed end of the bottom piece goes toward the front and ends where the pointed end of the tail piece will begin. Leave open between X marks (hand goes in beneath tail to operate puppet).
5. Begin sewing tail piece (white and black stripe) in where point from bottom of skunk ends. After sewing both sides of stripe to sides of body, fold remaining part of tail piece, forming top and bottom for tail. Sew tail, rounding corners.
6. Narrow hem seam allowance around opening for hand. Tack down underside of tail.
7. Make ears (pattern piece C) by sewing one felt ear and one fur ear together, right sides facing. Turn ears, fold bottom of each together and tack into place on skunk.
8. Sew on pom pom nose and moveable eyes.

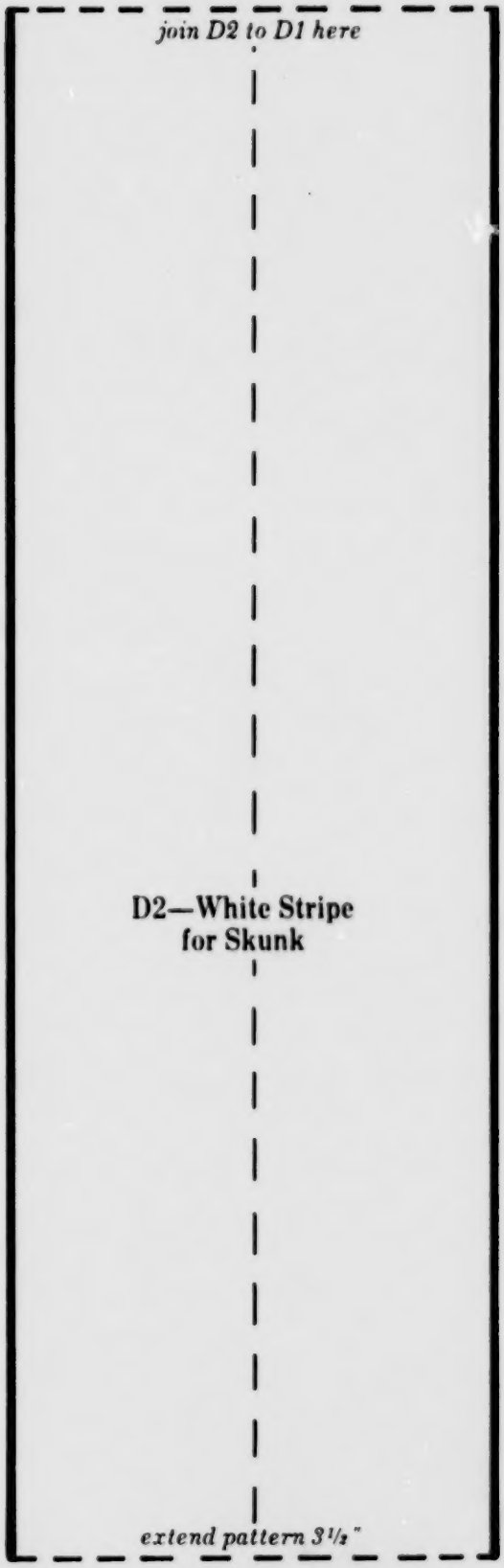


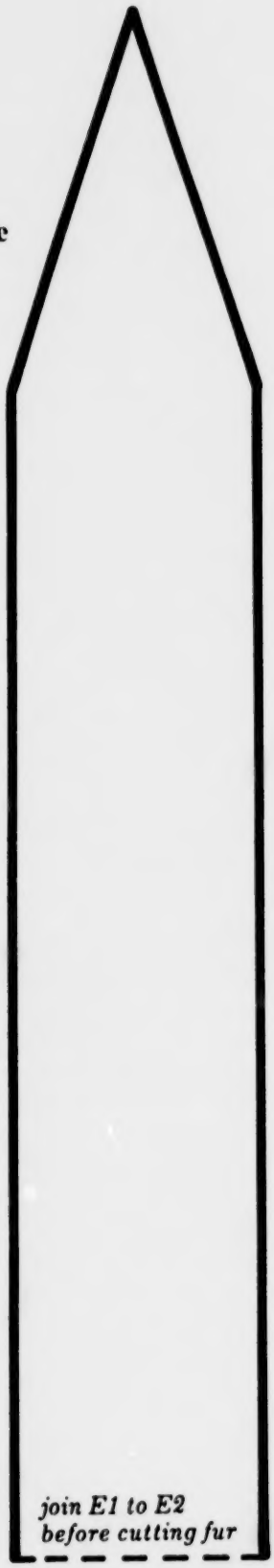
A—Side of Body
for Skunk

C—Ear
for Skunk


point goes
toward nose
B—Bottom of Body
for Skunk
fold—construct complete paper pattern before cutting fur
X

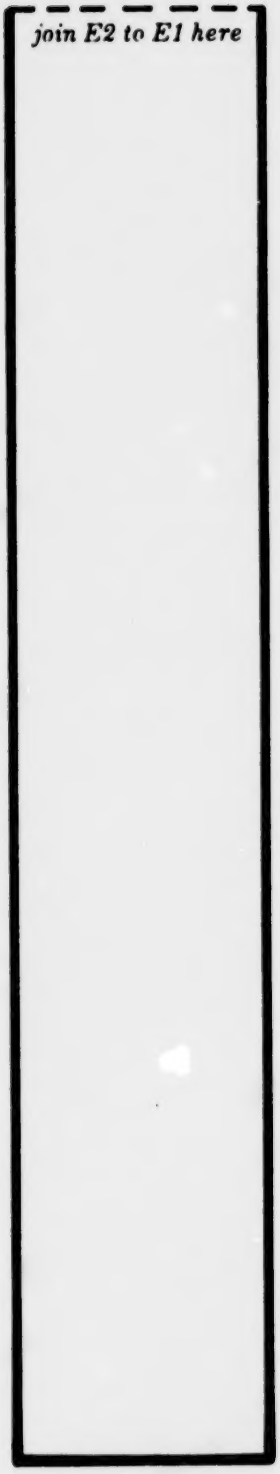

D1—White Stripe
for Skunk
begin slashing here
to insert black stripe
join D1 to D2 before cutting fur


join D2 to D1 here
D2—White Stripe
for Skunk
extend pattern 3½"



E1—Black Stripe for Skunk

join E1 to E2 before cutting fur

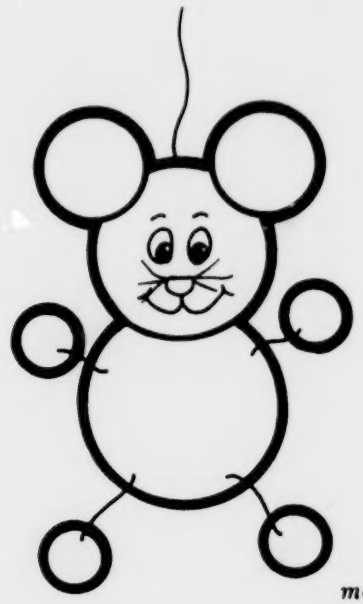


join E2 to E1 here

E2—Black Stripe for Skunk

Marionettes

Simple marionettes can be made from construction paper circles. The circles are joined with rubber bands that have been cut open. Use staples to attach rubber bands to circles. Attach one string to top of puppet to make it dance.

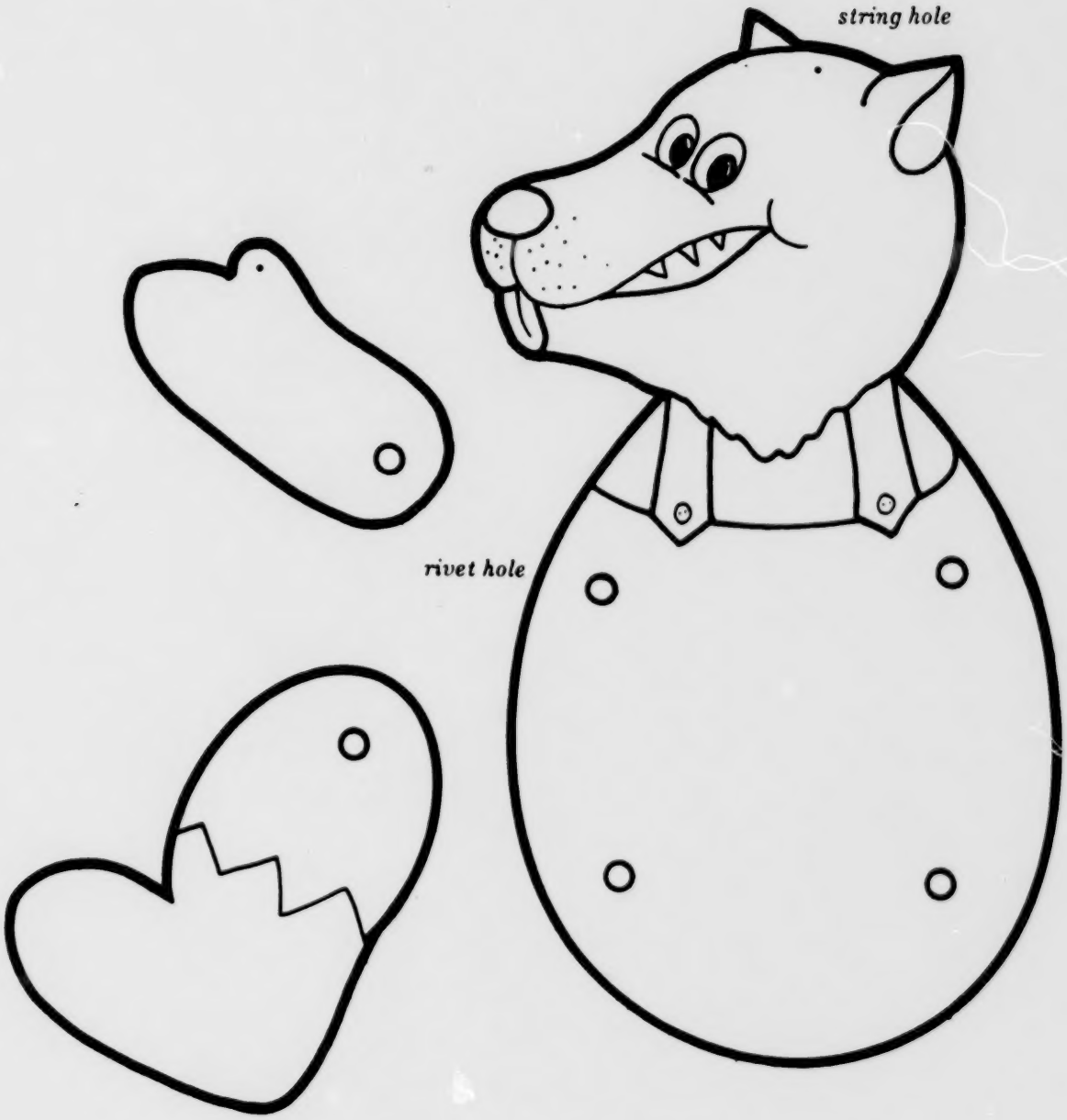


mouse—use red body, black ears to create Mickey Mouse; gray to make regular mouse

caterpillar—join circles

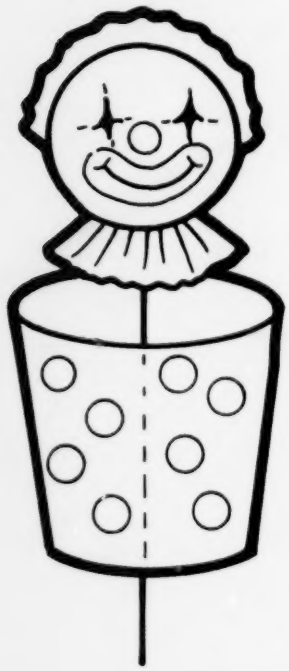
bear—made from brown construction paper

Wolf – paint wolf gray, overalls red, tongue red, nose black, and eye black



Cups can be used to make pop-up puppets, also.

clown—head is styrofoam ball; glue stick to ball



pop-up flower—for spring science lessons

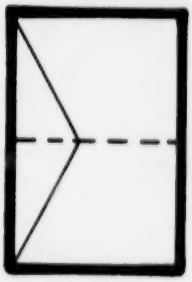
bird and nest—make bird from circles or pom poms; nest is ⅓ cup wrapped with construction paper strips

pop-up squirrel—decorate cup to look like a tree for squirrel's home

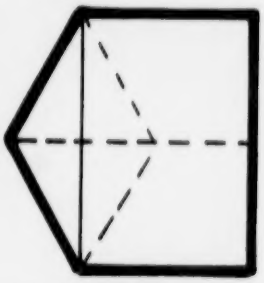
Envelope Puppets

Envelope puppets can be made from regular or legal-sized envelopes, or by constructing an envelope from paper.

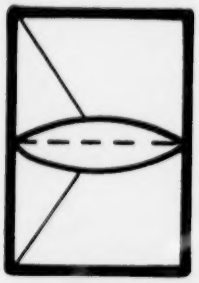
Envelope Puppet, Version 1:



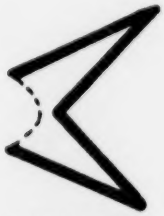
fold envelope in half



unfold and cut on folded line through back of envelope only



seal flap of envelope

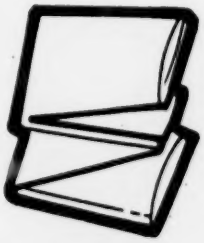


fold in half again; insert fingers in top of envelope, thumb in bottom of envelope

Envelope Puppet, Version 2 (made from construction paper):

fold 8½" x 11" piece of construction paper into thirds, lengthwise

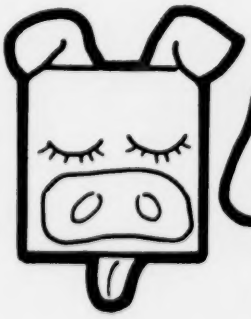
fold in half



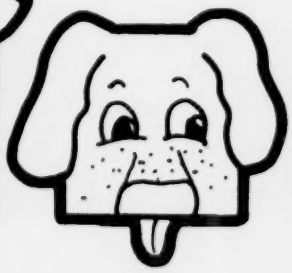
fold into fourths; insert fingers into top, thumb into bottom of paper

alligator—made from legal-sized envelope or larger construction paper, tape teeth to envelope

fox

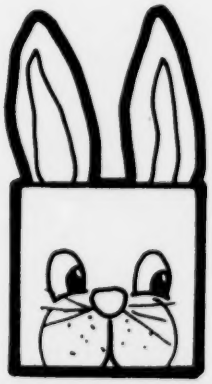


pig



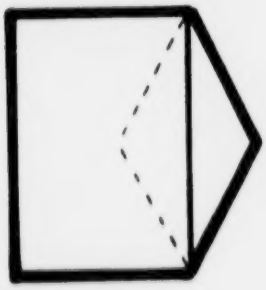
dog

frog (curled tongue)

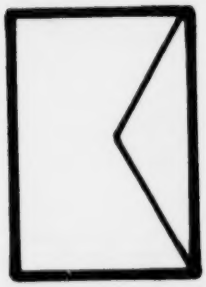


rabbit (pom pom nose)

Envelope Puppet, Version 3:



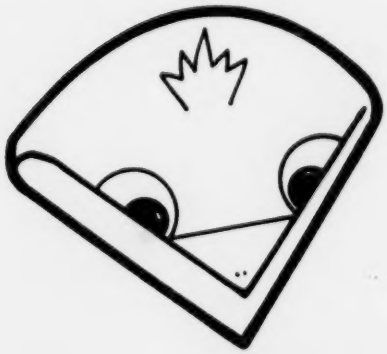
cut flap from envelope

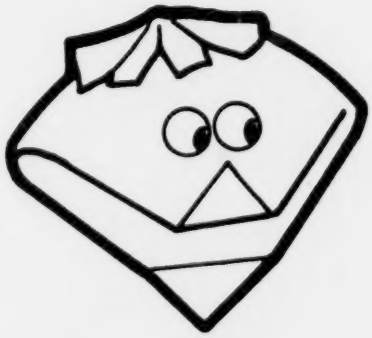


seal flap back on envelope (envelope is open across top edge)

place thumb and fingers into corners of envelope

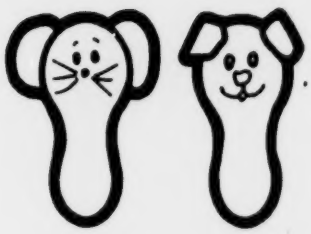
bring fingers and thumb together to form mouth





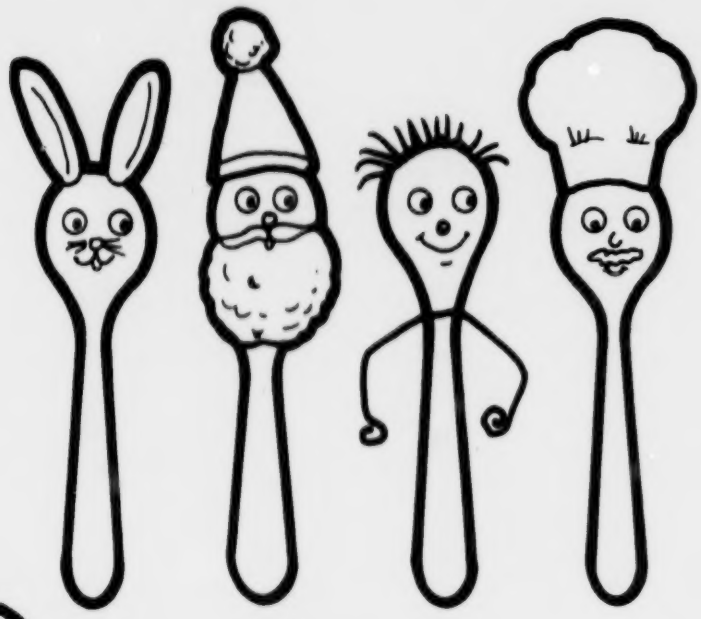
Legal-sized envelopes can also be used for this type of puppet.

Spoon Puppets



Ice Cream Spoon Puppets:

Features are drawn with markers; ears are glued.



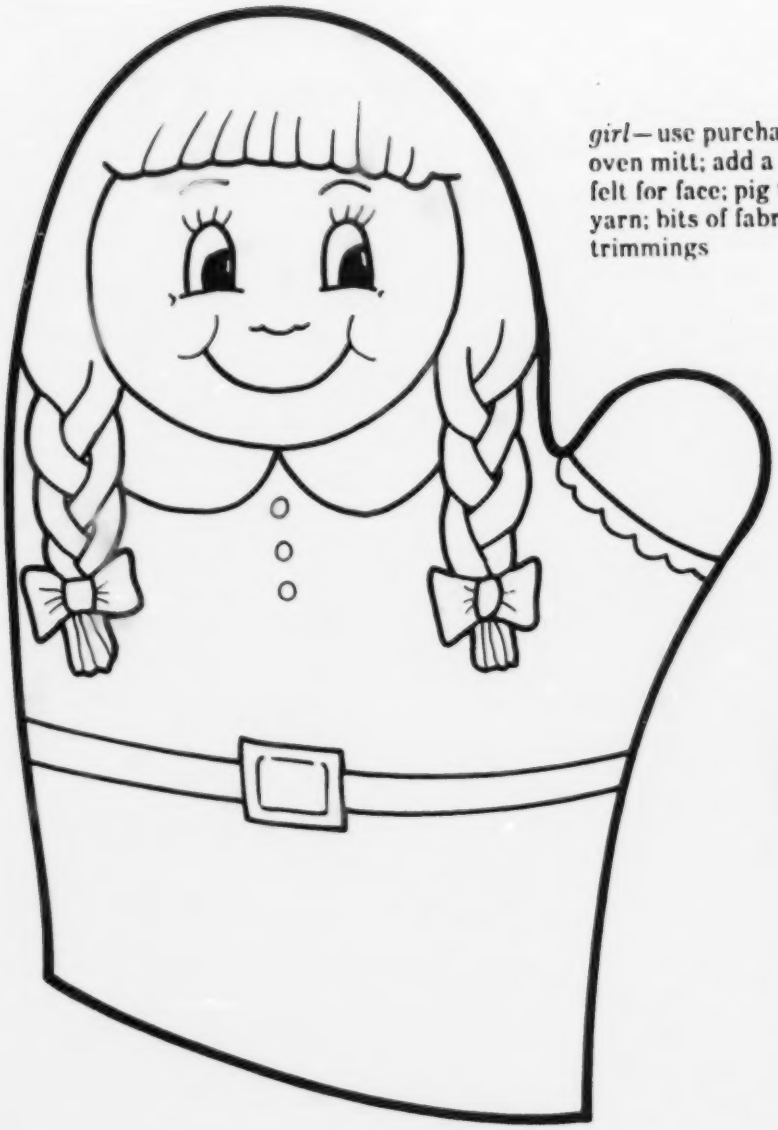
Plastic Spoon Puppets:

Moveable eyes, felt, cotton balls, polyester fiberfill, and construction paper are glued to spoons with white glue. Pipe cleaners can be used for hands.

Large Wooden Spoon Puppets:

Cooking spoons come in a variety of sizes, making them suitable for puppet families. Clothing is made by gathering a rectangle of fabric and gluing it to the neck. Arms are made by covering rope or heavy yarn. Man's overalls have a heavy line sewed through front of rectangle to create appearance of legs. Hair is yarn; features are painted with fine-tip permanent markers.

Mitt Puppets



girl—use purchased quilted oven mitt; add a circle of pink felt for face; pig tails made of yarn; bits of fabric and lace for trimmings

turtle

turkey

cat

"Little Red Hen" mitt puppet—red felt body stitched to an oven mitt; legs and beak are made of yellow felt; apron is a scrap of lace; body is slightly stuffed between felt and glove; wing is sewn on top of body; large moveable eye is sewn onto the thumb of the mitt

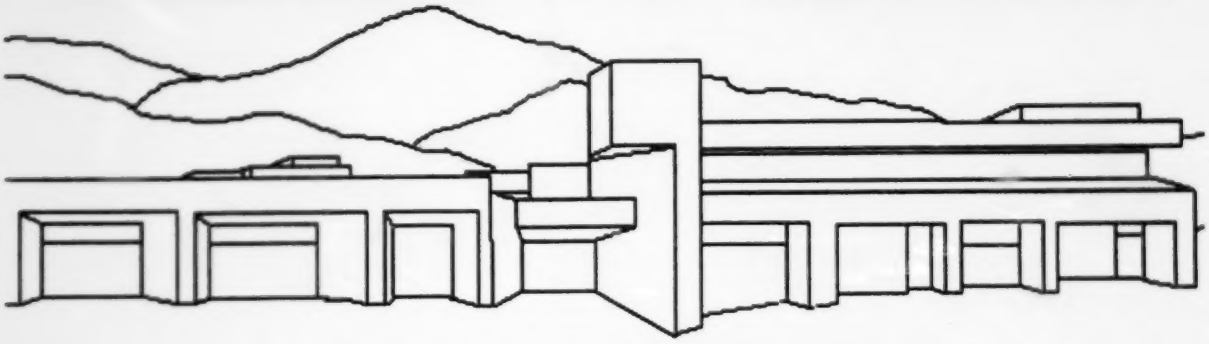
Use this puppet with the "Little Red Hen" glove puppet described on pages 181 to 182.

READING IS A NATURAL

Clip Art
Bookmarks
Reading Diary

Montana Natural Resource Information System

How to Contact Us



Montana State Library

1515 East Sixth Avenue
Helena, Montana 59620-1800

406 444-5354 Office
406 444-0581 Fax
nris@class.org Email

The Montana Natural Resource Information System (NRIS) is a program created by the Legislature to make sources of data and information on Montana's natural resources easily and readily accessible.

Natural Heritage Program

406 444-3009

The **Montana Natural Heritage Program** maintains a computer-assisted inventory of Montana's biological resources, emphasizing the locations of rare or endangered plant and animal species, and biological communities. This information serves land-use planners and decision-makers.

Water Information System

406 444-5356

The **Montana Water Information System** is the starting point for locating water resources information in Montana, such as data on surface water, groundwater, water quality, riparian areas, water rights, climate data and more.

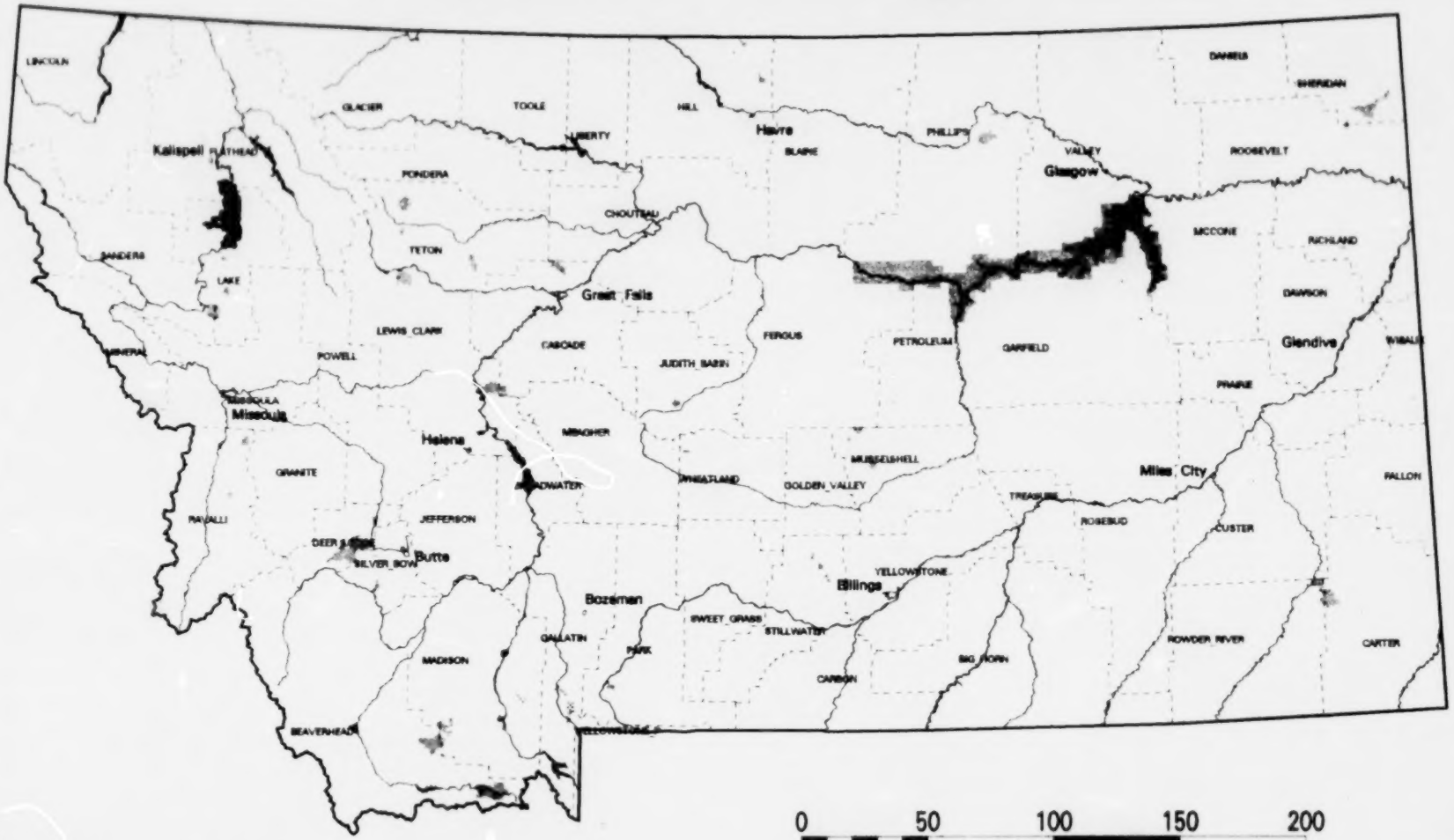
Geographic Information System

406 444-5357

The **Montana Geographic Information System** provides digital geographic data and technical assistance to agencies developing in-house GIS capability. NRIS also inventories geographic data for GIS applications and coordinates GIS data standards and sharing throughout the state.

printed on recycled paper

Wildlife Refuges



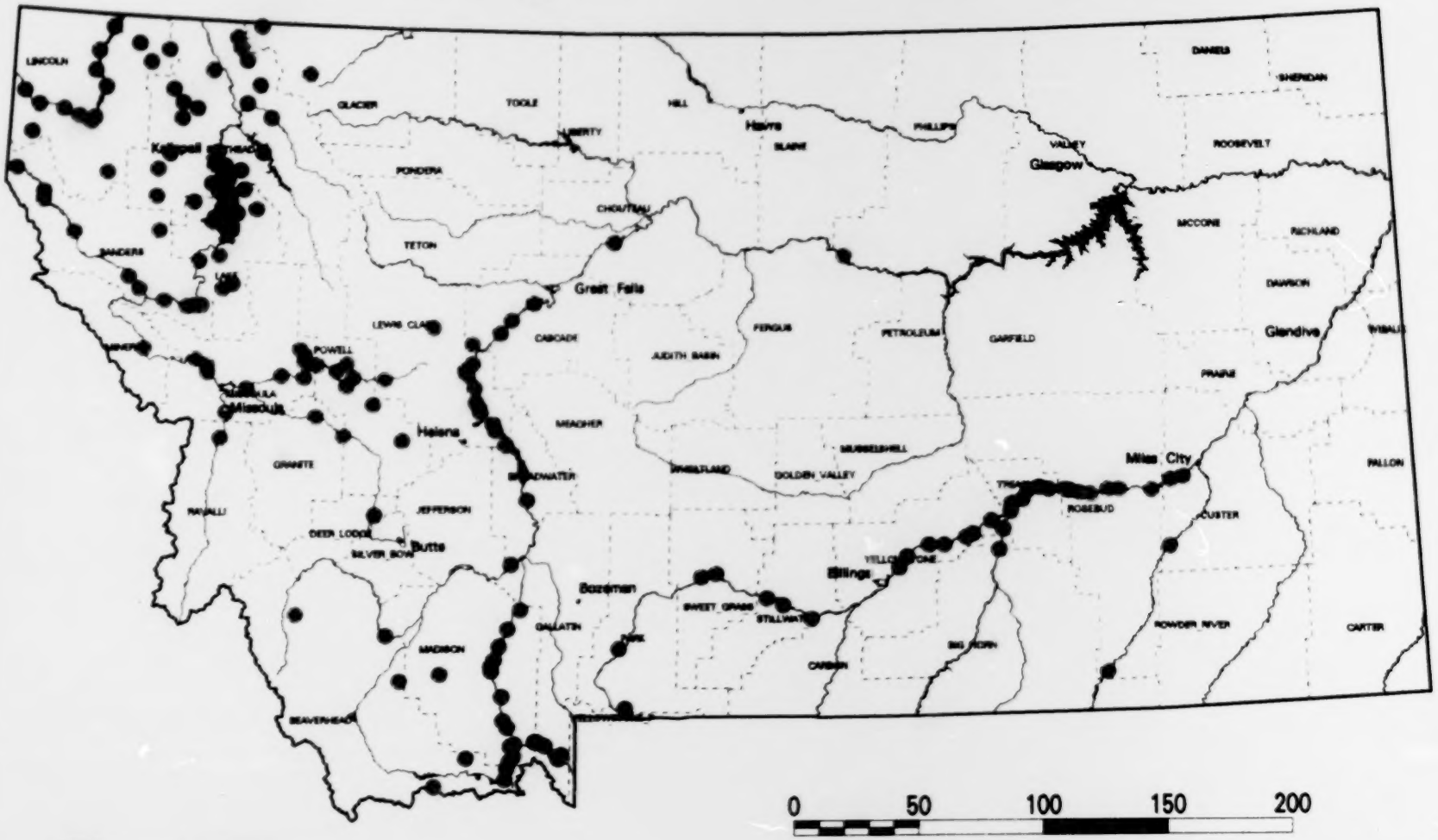
Montana State Library
Natural Resource Information System

SOURCE: US Fish and Wildlife Service
and Montana Dept. Fish Wildlife and Parks.

Map Request: 94-NRIS-138 map1

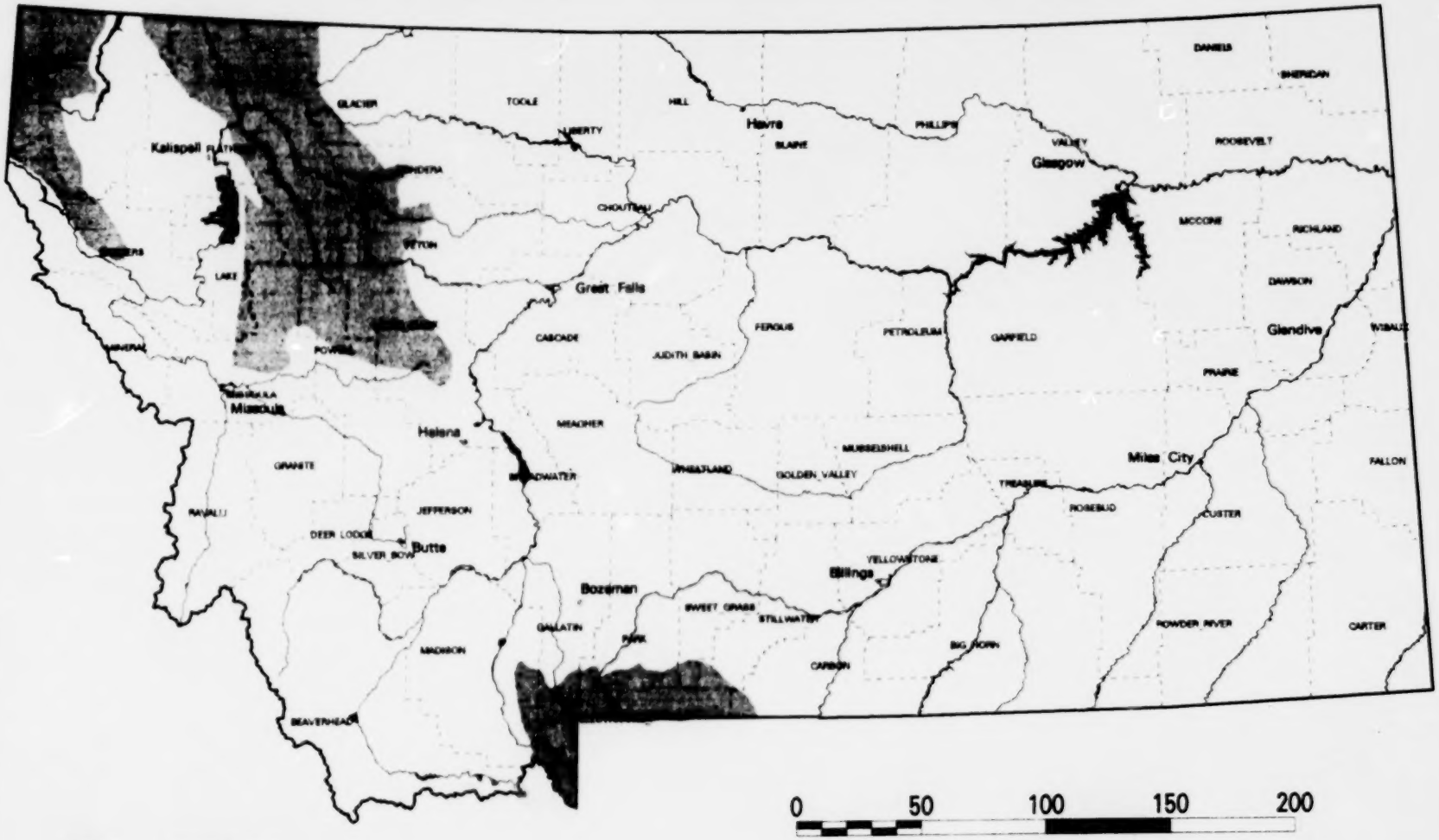
BEST COPY AVAILABLE

Bald Eagle Nesting Sites



Map Request: 94-NRIS-138 map2

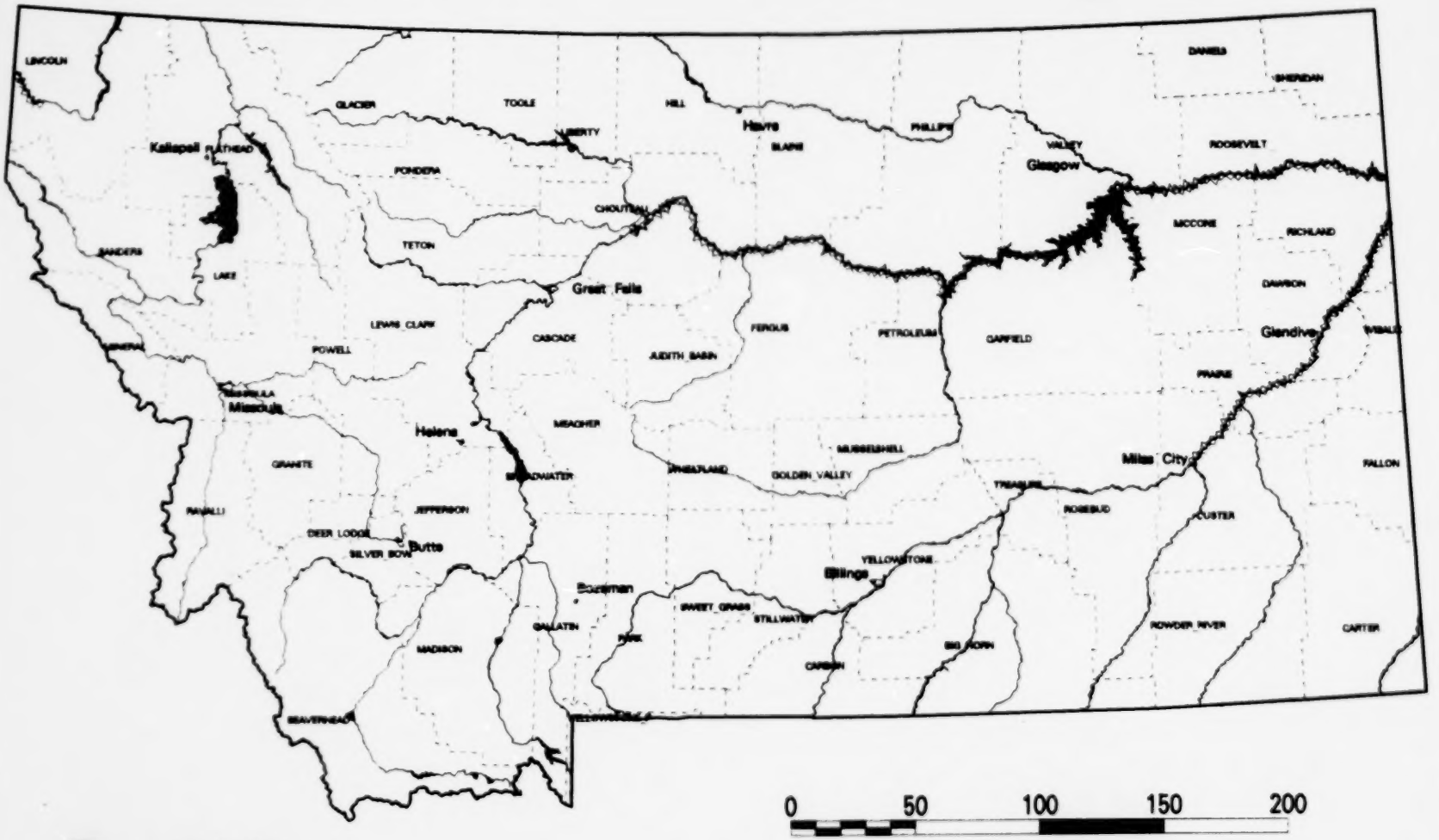
Grizzily Bear Habitat



Montana State Library
Natural Resource Information System

Map Request: 94-NRIS-138 map3

Pallid and White Sturgeon



ArcView™ in Montana Libraries Proposal Guidelines

Montana Natural Resource Information System
Montana State Library

Through a partnership with Environmental Systems Research Institute, Inc. (ESRI), the Natural Resource Information System (NRIS) at the Montana State Library is sponsoring an innovative project for libraries to increase public access to geographic data. The project uses ESRI's ArcView™ software to provide graphic access to geographic information system (GIS) databases.

GIS computer technologies are costly and require considerable skill to operate. These factors have created barriers to widespread application. With the advent of ArcView™, which operates on a personal computer, the learning curve and costs have significantly decreased. ArcView™ functions like a card catalog of maps. Users can, with minimal training, access extensive databases and create and print out the maps they need.

Any library in Montana that allows public access is eligible to participate in the project. Listed below are guidelines for participation in the project:

- The Natural Resource Information System can provide the following to Montana libraries:

  From ESRI:
  - One copy of ArcView™ software and manuals (ArcView™ for Windows or for Macintosh when available)
  - One set of ArcUSA CDs (1:25 million and 1:2 million scales)
  - One set of ArcWorld CDs (1:25 million and 1:3 million scales)
  - One set of ArcCensus CDs (when available)
  - One set of ArcScene USA Tour CDs (when available)

  From NRIS:
  - ArcView™ software installation
  - ArcView™ software training
  - Ongoing GIS and ArcView™ technical assistance
  - Montana digital GIS data sets including:
    1. Statewide base maps
    2. 1990 Census geography and population data
    3. Monthly drought information
    4. Thematic water information (precipitation, groundwater, streamflow, etc.)
    5. Index of U.S. Geological Survey maps
    6. Statewide mineral availability information
    7. Community map information for selected locations

- Libraries participating in the project must provide:

  - The computer hardware and software (e.g., MS Windows 3.0, DOS 3.1) to run ArcView™ and store the databases (see EQUIPMENT LIST -- "ArcView™ for Windows" and EQUIPMENT LIST -- "ArcView™ for Macintosh")

  - One person designated as the library's ArcView™ coordinator and project contact

  - A written statement requesting participation in the Montana ArcView™ in Libraries Project, name of on-site contact, detailed list of hardware/software available for the project, and any other commitments for usage or support the library will make

For more information, please contact:

Allan Cox, Director
Natural Resource Information System
Montana State Library
1515 East 6th Ave.
Helena, Montana 59620-1800

Office: 406 444-5355
Fax: 406 444-0581
Email: nris@class.org

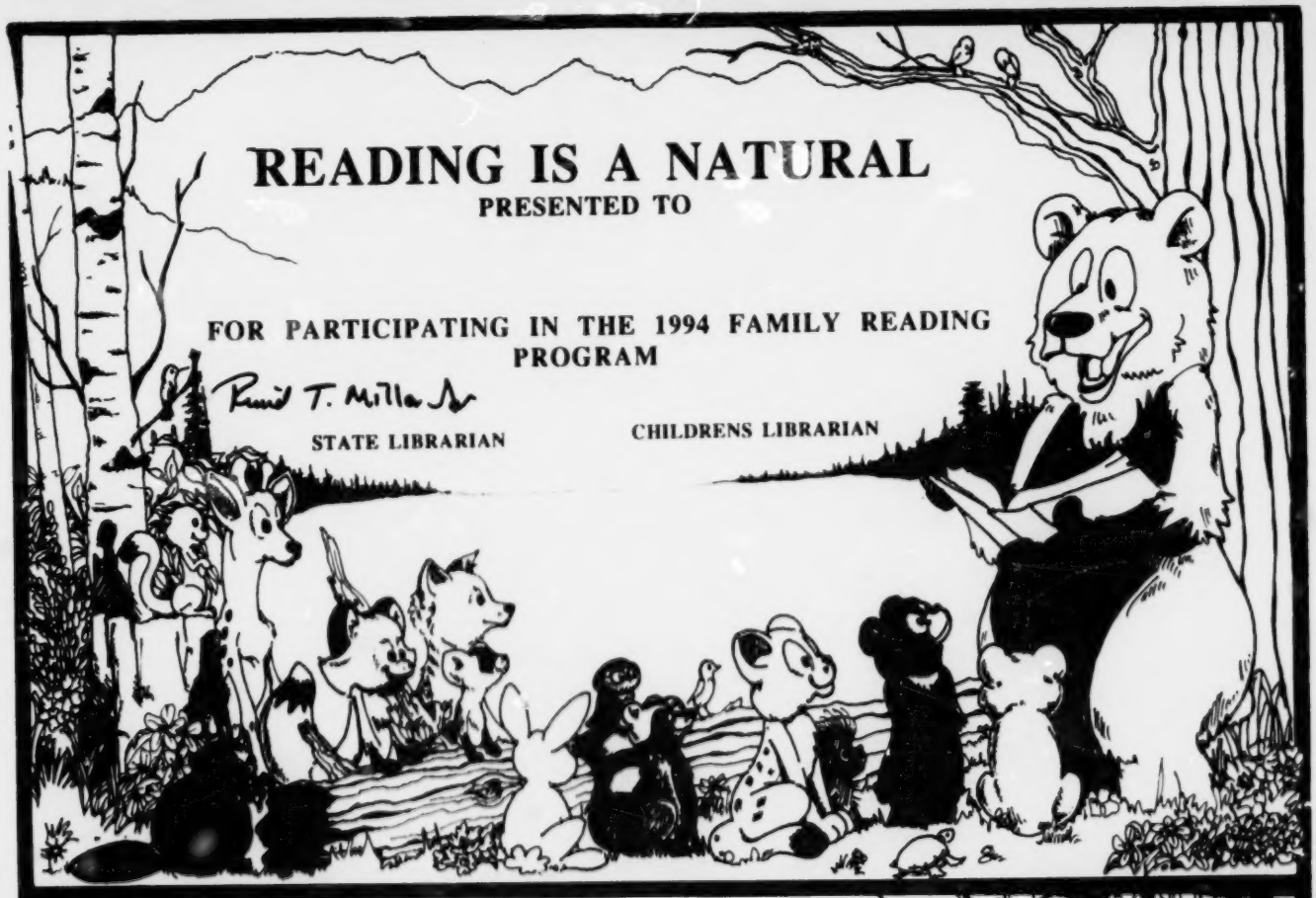
READING IS A NATURAL

READING RECORD

Montana State Library
and
Office of Public Instruction

Books I Read This Summer:

Titles: _____



READING IS A NATURAL

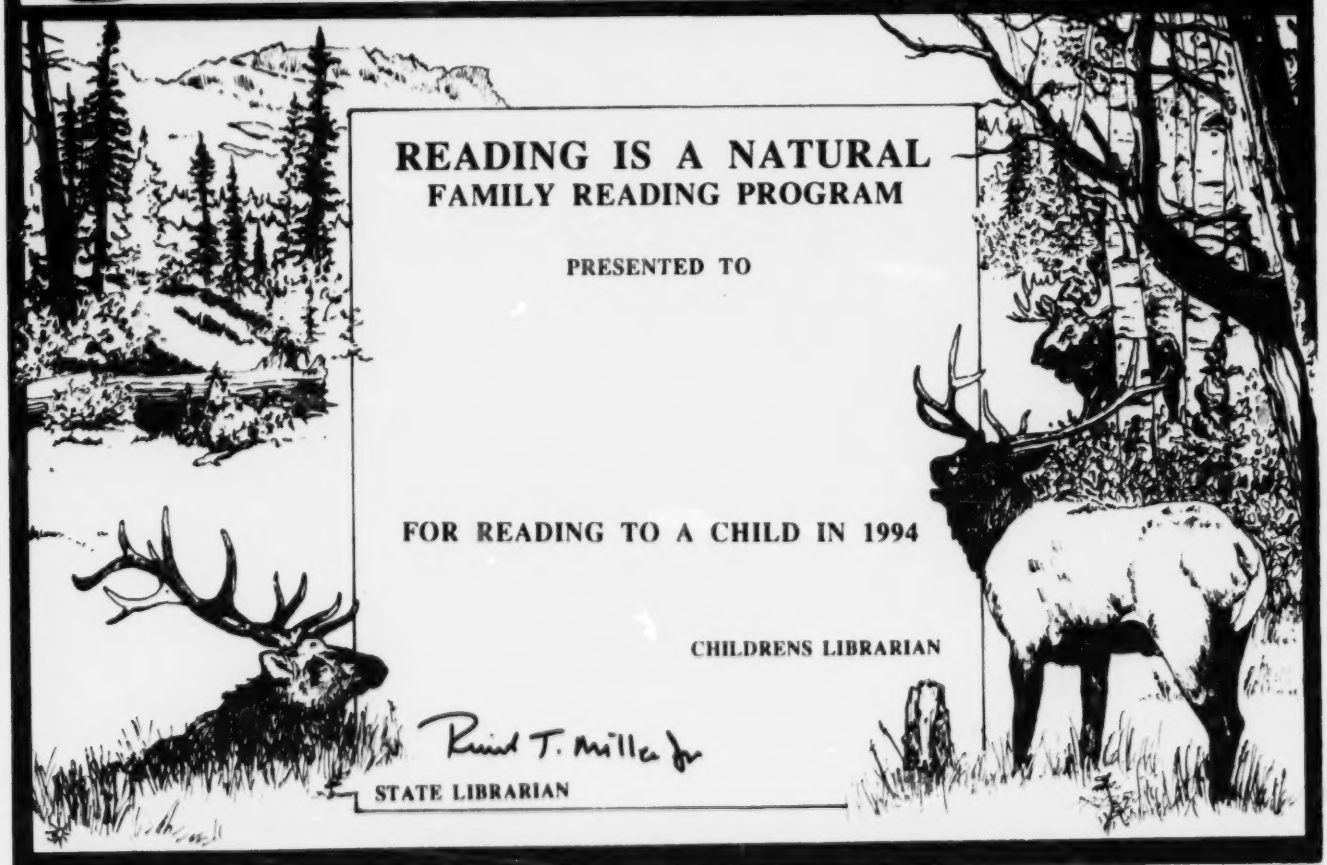
PRESENTED TO

FOR PARTICIPATING IN THE 1994 FAMILY READING PROGRAM

Rund T. Miller Jr

STATE LIBRARIAN

CHILDRENS LIBRARIAN



READING IS A NATURAL
FAMILY READING PROGRAM

PRESENTED TO

FOR READING TO A CHILD IN 1994

CHILDRENS LIBRARIAN

Rund T. Miller Jr

STATE LIBRARIAN

READING
IS A
NATURAL

MONTANA STATE LIBRARY
AND
OFFICE OF PUBLIC INSTRUCTION

READING IS A NATURAL

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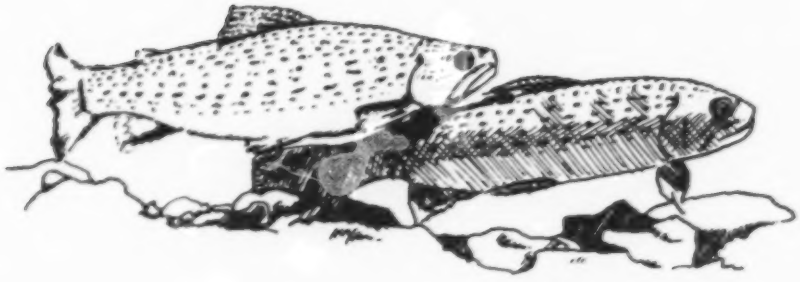
MONTANA STATE LIBRARY
AND
OFFICE OF PUBLIC INSTRUCTION